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ABSTRACT

This publication consists of instructional materials and exercises intended for use in a workshop for school administrators on the chartering process. Chartering is a management tool that aids participative administrative decision making and communication. In particular, chartering helps two individuals or groups, who share different levels of the same mission, to achieve mutual understanding of each other's needs and capabilities and to establish a course of action to meet specific issues. There are four major steps in chartering. Issues to be chartered are identified through "scanning"; essential parts of the chartering issue are organized through "mapping"; agreement and validation are achieved through "monitoring, communication, and negotiation"; and the worth of courses of action or programs are "reported." Appropriate evaluation methodologies are discussed as they apply to the chartering process. In this context, scanning and selecting are seen as a kind of "needs assessment evaluation"; mapping is related to "program planning evaluation"; monitoring, communication, and negotiation are a type of "formative evaluation"; and reporting is treated as "summative evaluation." (Author/JG)

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COORDINATED ADMINISTRATIVE LEADERSHIP:

THE CHARTERING PROCESS

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INTRODUCTION

Chartering and its Uses

Chartering is a management tool that helps administrators make decisions, and is of especial importance when the administrator works in, or would like to begin, a shared or participatory decision-making framework. Chartering helps two individuals or groups of individuals in the same or related organizations, who share different levels of the same mission of responsibility to achieve mutual understanding of each other's needs and capabilities and to establish a course of action to meet specific issues.

There are four major steps in Chartering: (1) issues to be chartered are identified through scanning; (2) essential parts of the chartering issue are organized through mapping; (3) agreement and validation are achieved through monitoring, communication, and negotiation with key others; and (4) the value and worth of courses of action or programs are reported. These steps will be defined later in the workshop.

To complement chartering as a management and decision-making tool, appropriate and established methodologies of evaluation will be presented as they apply to the steps in the chartering process. In this context, scanning and selecting is seen as a kind of needs assessment evaluation. Mapping is related to program planning evaluation, monitoring, communication and negotiation is a type of formative evaluation, and the reporting of the value of courses of action is treated as a summative evaluation.

At the conclusion of the workshop, you will be able to:

1. Identify and select a chartering issue that is in need of administrative action.
2. Organize the salient features of the chartering issue on a map.
3. Use the map to establish a monitoring system and to develop an appropriate course of action.
4. Report acceptable and appropriate evidence of accomplishment for the proposed course of action.

Each of these goals will be treated in a separate section of the workshop. For each of these general goals, specific skills and their appropriate objectives will be treated.

How Chartering Evolved as a Management Tool

The chartering process was developed by James A. Farmer, Jr., then of the University of California at Los Angeles, as a management tool and communication process. His manual drew upon a great number of existing management tools and attempted to integrate them. During this first step of development, field tests took place at San Diego Unified School District, Coast Community College District in Costa Mesa, Huntington Beach Union High School District, and Newport-Mesa Unified District.

The present workshop materials, developed at the University of California at Los Angeles, build upon the process developed by Farmer and apply evaluation methodology where it can be used to help administrative decision making, especially in terms of setting realistic and acceptable priorities and courses of action to meet these priorities. This combination of chartering and evaluation techniques helps the administrator to set valid

needs and courses of action to meet these needs, to integrate and synthesize different kinds of information related to these needs and plans, to present that information to others involved in decisions related to the needs in such a way as to negotiate their acceptance and support, and finally to report success in meeting the needs of the issue that was chartered.

Workshop Presentation or Chartering

After this introduction, training will be organized around specific objectives for the following four sections:

1. Scanning and selecting issues to be chartered.
2. Mapping the essential parts of the chartering issue.
3. Communicating and validating maps with key people.
4. Reporting evidence of value, performance, and worth to key people.

Instruction will follow a four-step process:

1. Workshop leader briefly introduces each topic.
2. You will read materials in the individual participant notebook on the topic introduced by the workshop leader.
3. You will work individually or as a team on exercises designed to give hands-on experience in activities and problems in chartering.
4. You will receive feedback and engage in discussion after each exercise or work activity.

The workshop will deal with chartering in relation to chartering issues relevant to each individual participant. At the conclusion of the session you will have worked on a map for a common chartering issue as well as on an issue of your own selection.

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

OVERVIEW OF CHARTERING

Step 1: Scanning and Selecting a Chartering Issue

After you have gone through this unit, you will be able to:

1. Scan your field of responsibility and select issues that should be chartered at the present time or in the near future.
2. Apply criteria for prioritizing chartering issues.
3. Select the chartering issue that has the highest priority.
4. Understand the relationship between scanning/selecting and needs assessment evaluation.

Step 2: Mapping the Essential Parts of a Chartering Issue

After you have gone through this unit, you will be able to:

1. state the justification for selecting a chartering issue
2. write a clarified statement of a chartering issue
3. use a key person decision grid to identify other key persons concerned with the chartering issue and the type of influence each exerts
4. generate and rank a range of alternatives which satisfy the requirements of a chartering issue to varying degrees
5. identify the restraining and facilitating forces which influence the resolution of a chartering issue
6. analyze and plot restraining and facilitating forces on a force field
7. determine the potential action points in order to plan a course of action
8. complete a map which specifies the essential information about a chartering issue.

Step 3: Communicating and Validating Maps

After you have gone through this unit, you will be able to:

1. Identify the reasons for communicating and validating maps.
2. Utilize a Key Person Decision Grid to determine:
   a. to which people a map should be taken,
   b. for what purpose(s), and
   c. at what time (in what sequence).
3. Recognize the various patterns for the communication and validation of maps.

Step 4: Operationalizing a Map and Judging its Effectiveness

After you have gone through this unit, you will be able to:

1. Operationalize the set of activities specified as the best alternative on the map.
2. Operationalize ways to reduce the strength of restraining forces.
3. Complete a master plan of operation.
4. Judge the effectiveness of an operationalized map.
5. Complete a summary of procedures for judging the effectiveness of an operationalized map.
6. Plan for a technical review of the master plan of operation.

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

STEP 1: SCANNING AND SELECTING CHARTERING ISSUES

Scanning helps an administrator identify issues that can potentially be charted.

Selecting helps an administrator decide which of the identified issues are charterable on the basis of such criteria as:

time involved
need for clarification
number of people involved in the decision-making process
means of communication

A chartering issue is an important demand, decision area, proposal, or programming area that is within your responsibility, within your ability to respond, and is in need of attention by yourself and other key persons.

A typical chartering issue might be:

State required evaluation of vocational education programs.

This issue will become the basis for developing a plan of action and an appropriate monitoring system to judge the effectiveness of the plan.

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

Chartering issues should be identified by source, such as:

State and Federal outside vocational education

State and Federal inside vocational education

Within district inside voctational education

Within district outside vocational education

Different kinds of criteria can be applied for selecting the most important chartering issue(s), such as:

subjective ratings of importance

objective ratings of importance

weighted rating scales

When the issue has been scanned and selected, you are ready to begin the mapping process.

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

STEP 2: MAPPING THE CHARTERING ISSUE

The chartering issue must have a focus. This involves:

Briefly stating the chartering issue

Briefly stating the justification for its selection

Writing a clarified statement of the chartering issue.

These are the first three components to be written on to the map.

A map is a document that is used to systematically lay out the procedures that were used to decide upon how the demands of the chartering issue are to be met. When this information has been documented, the map can then be used to communicate or plan with others, to negotiate for consensus where appropriate, and to provide the basic elements for developing an evaluation plan to judge the effectiveness of the proposed course of action.

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

MAPPING A SIMULATED CHARTERING ISSUE

The First 3 Steps in Mapping:
The Statement, its Justification, and its Clarification

1. Brief Statement of the Chartering Issue:

   State required evaluation of vocational education programs.

2. Statement of the Justification for Selecting the Chartering Issue:

   On the basis of a systematic needs assessment, a range of issues was prioritized and the above issue was identified as the most appropriate for chartering at this time. (Why this particular issue was selected.)

3. Clarified Statement of the Chartering Issue:

   The District must devise an evaluation system for all vocational education programs receiving federal funds administered by the State. The State requirement for local evaluation specifies general guidelines but leaves implementation to the discretion of the local districts. The guidelines state that the evaluation system should provide timely information concerning the implementation and progress of the program in order to help the program director make appropriate decisions regarding its improvement and final evaluation. The evaluation system is to be implemented at the start of the academic year in September. (This statement describes the "givens" involved in the issue that will provide the basis for coming up with specific plans to meet the demands of the issue.)

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

The next step in Mapping is to identify key persons who should be involved in the chartering issue. This decision should relate to the following questions:

1. Who should be informed?

2. Who should be consulted?

3. Who should participate?

4. Who has decision authority?

5. Who may recommend or suggest?

Among the sources of appropriate key others are:

School related

Educational agencies

Community related

Business related

Other agencies

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

When the two preceeding steps of mapping---listing the key elements of the issue and deciding upon your key others---have been accomplished, you are ready to begin the next step of mapping---generating and ranking a range of alternative ways of accomplishing the chartering issue.

We will now begin a series of team exercises that will culminate in a map, a communication system, and a reporting of evaluation system for the simulated issue: State required evaluation vocational education programs.

The first three components of the map for this issue are repeated on page 12. The key person decision grid generated for this issue appears on page 13.

Review these two pages quickly, then go on to page 14, where you will find directions to a team exercise on generating and ranking alternative ways of accomplishing this simulated issue. This is a two-part exercise. You will have about 25 minutes for the entire exercise.

1. Brief Statement of the Chartering Issue:

   State required evaluation of vocational education programs.

2. Statement of the Justification for Selecting the Chartering Issue:

   On the basis of a systematic needs assessment, a range of issues was prioritized and the above issue was identified as the most appropriate for chartering at this time.

3. Clarified Statement of the Chartering Issue:

   The District must devise an evaluation system for all vocational education programs receiving federal funds administered by the State. The State requirement for local evaluation specifies general guidelines but leaves implementation to the discretion of the local districts. The guidelines state that the evaluation system should provide timely information concerning the implementation and progress of the program in order to help the program director make appropriate decisions regarding its improvement and final evaluation. The evaluation system is to be implemented at the start of the academic year in September.

EXAMPLE: KEY PERSON DECISION GRID FOR THE ISSUE OF STATE REQUIRED EVALUATION OF VOCATIONAL EDUCATIONAL PROGRAMS.

School Related	May recommend/ suggest	Should be informed	Should be consulted	Should participate in decision making	Has final decision authority
School Board of Education Members		X			X
Superintendent of Schools		X		X	X
President of Community College				X	
Director of Regional Occupation Centers		X		X	
Program Directors of:		X		X	
District Office Personnel:					
School Principals	X	X			
Other Site Administrators:	X	X			
Dept. Chairpersons		X	X		
Faculty Members	X	X			
Counselors	X	X		X	
Students	X	X	X		
Others					
Educational Agencies					
State Department of Education Personnel	X	X	X		
United States Office of Education Personnel		X	X		
Others:					
Community Related					
Interested Citizens	X	X			
Service Organization Leaders	X	X			
Civic Leaders	X	X			
Elected Officials	X	X			
Parents	X	X			
Others					
Business Related					
Personnel Directors	X	X	X		
Company Officers	X	X	X		
Labor Union Leaders	X	X	X		

Business Owners/ Managers	X	✓	X		
Advisory Committees		X	X		
Apprenticeship Liaison		X	X		
Others					
Agencies					
DVR	X	X			
EOD		X	X		
CETA	X	X			
WIN	X	X			
MDTA	X	X			
Others					
Others:					

Team exercise: Generating and Ranking a Range of Alternatives

Part I - Brainstorming

DIRECTIONS:

1. Work together as a team on this exercise.
2. Use the Chartering Issue: "State required evaluation of vocational education programs."
3. Brainstorm all the imaginable alternatives. Think of any possible ways in which the requirements of the Chartering Issue might be met to varying degrees.
4. In brainstorming:
   a) list all ideas freely
   b) do not discuss the ideas
   c) do not criticize or judge the ideas
   d) think creatively, divergently.
5. Write each of your team's ideas in the spaces provided on the response sheet on the following page.
6. You will have 10 minutes to complete this part of the team exercise. If your team finishes earlier, you may go on to part 2 of this same exercise.

Team Exercise: Generating and Ranking a Range of Alternatives

Brief Statement of Chartering Issue: State required evaluation of vocational education programs

Part I - Brainstorming

Response Page

IDEAS - POSSIBLE ALTERNATIVES:

- informal observations made by administrators
- criterion-referenced tests administered by teachers

Team Exercise: Generating and Ranking a Range of Alternatives

Part 2 - Ranking the Alternatives

DIRECTIONS:

1. Continue to work together as a team on this part of the exercise.
2. Examine the list of ideas which your team just brainstormed.
   a) Discard any that are absolutely unattainable. DO NOT discard any which have any possibility, however small, of being attained.
   b) Discard any ideas which are completely inadequate.
3. Decide which one or combination of two or more ideas is the best possible alternative. Write this next to the word "Best" on the response page following.
4. Arrange the rest of the ideas in rank order and write them on the response page.
5. You will have 10 minutes to complete this part of the team exercise.

Team Exercise: Generating and Ranking a Range of Alternatives

Part 2 - Ranking the Alternatives

Response Page

BEST

POOREST

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

Feedback: Generating and Ranking a Range of Alternatives

Brief Statement of Chartering Issue: State required evaluation of vocational education programs.

Part 1 Brainstorming

- informal observations made by administrators
- criterion-referenced tests administered by teachers
- self report measures from students and teachers
- results from presently used teacher-administered tests
- structured classroom observations by District Office personnel
- interviews with students, teachers, and site administrators by District Office staff
- unobtrusive measures by District Office staff

Part 2

BEST - Criterion-referenced tests administered by teachers, structured classroom observations by District Office personnel, interviews with students, teachers, and site administrators by District Office staff.

Criterion-referenced tests administered by teachers, unobtrusive measures by District Office Staff, and structured classroom observations by District personnel.

Results of presently used teacher-adminstered tests, self-report measures from students and teachers, unobtrusive measures by District Office Staff.

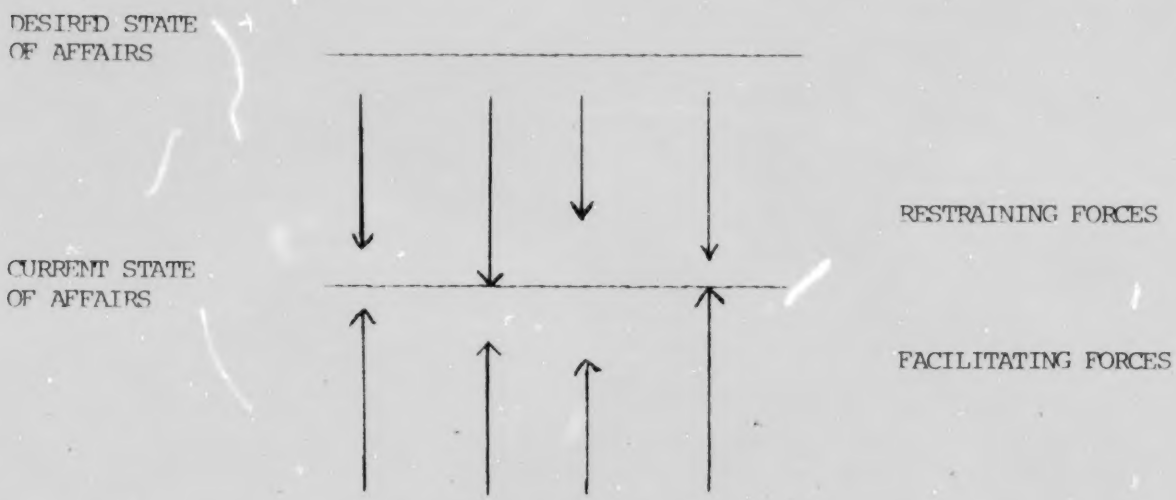
Structured classroom observations by District Office personnel.

POOREST - Informal observations by administrators, self report measures by teachers and students.

STOP: DO NOT GO ON UNTIL TOLD TO DO SO.

The next step in mapping is to conduct a force-field analysis to identify which forces will encourage goal attainment -- facilitating forces, and which forces will block goal attainment -- restraining forces.

How these forces operate is illustrated in the figure below:



STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

TEAM EXERCISE: IDENTIFYING RESTRAINING AND FACILITATING FORCES

DIRECTIONS:

1. Work together as a team on this exercise.
2. For this exercise, you will use the best alternative given in the Issue: "State required evaluation of vocational education programs." This is the "Desired State of Affairs," and it has been printed in the appropriate space on the following response page.
3. Brainstorm the restraining forces. List all of the things you think will block the attainment of the Desired State of Affairs.
4. Next, identify the forces which your team believes would help in the attainment of the Desired State of Affairs--the facilitating forces.
5. As before, avoid arguing over the forces. List all ideas freely and encourage an atmosphere of accepting others' ideas.
6. Record your ideas in the appropriate spaces on the Response sheet on the next page.
7. You will have ten minutes for this exercise.

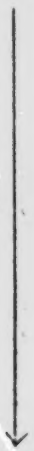
TEAM EXERCISE: Force Field Analysis: Identifying Restraining and Facilitating Forces.

Desired State of Affairs

Criterion referenced tests administered by teachers, structured classroom observations by District Office Personnel, and interviews with students, teachers, and site administrators by District Office staff.

Restraining Forces

1. Instructors threatened by evaluators; reticent to cooperate
2. Time for testing & interviewing detracts from instruction



Current State of Affairs

1. Additional state funds allocated for the program
2. Computer data analysis facilities available in District.

Facilitating Forces

STOP: DO NOT GO ON UNTIL TOLD TO DO SO.

FEEDBACK: Force-Field Analysis - Identifying Restraining and Facilitating Forces

Desired State of Affairs

Criterion referenced tests administered by teachers, structured classroom observations by District Office personnel, and interviews with students, teachers and site administrators by District Office staff.

Restraining Forces

1. Instructors feel personally threatened by evaluations and previously have been reticent to cooperate in evaluations.
2. time for testing and interviewing might detract from regular instructional program
3. criterion-referenced tests are not available for most programs,
4. District Office does not have sufficient staff for observations and interviews,
5. students and parents are concerned about some types of information frequently asked in interviews,
6. information collected in previous evaluations has not been used for program improvement,
7. teachers' union don't understand the difference between program evaluation and teacher evaluation and therefore do not support the monitoring program.
8. only three months to devise observation and interviews structures and possibly criterion referenced tests, as well.

Current State of Affairs

---

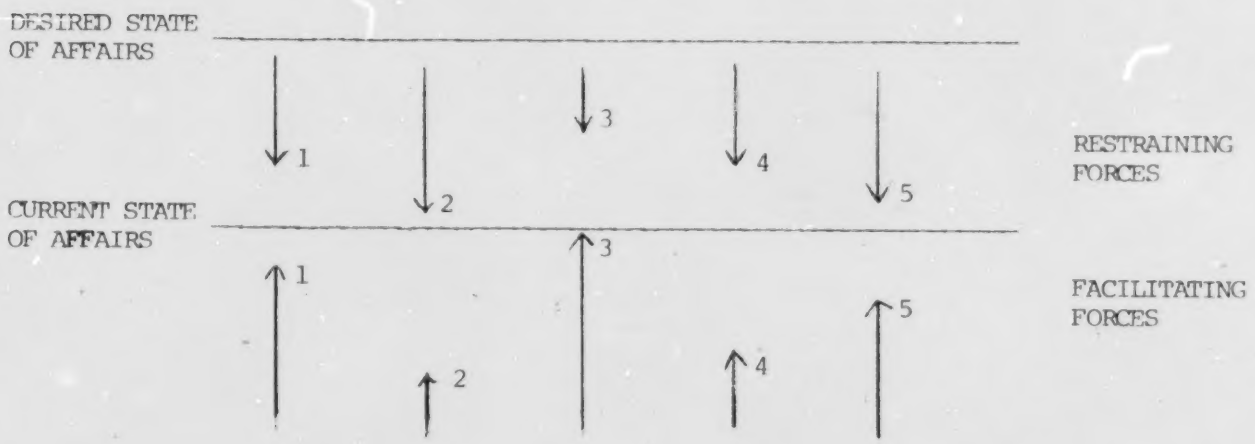
1. additional state funds have been allocated for this program,
2. computerized data analysis facilities are available within the District,
3. advisory committees, business and industry, and program directors would welcome the information,
4. consultants are available from the state,
5. information for program improvement is vital since future funding is contingent upon program success.

Facilitating Forces

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

The next step in mapping is to analyze and plot the facilitating and restraining forces. Here we are concerned with estimating the strength of each force.

When the strength of each has been estimated, they can be illustrated, as in the figure below, where the importance of strength of each force is indicated by the length of the arrows.



STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

Team Exercise: Force Field Analysis - Analyzing and Plotting Forces

DIRECTIONS: 1. Work together as a team on this exercise.

2. Discuss the restraining forces. Determine their relative strengths. Rank them from strongest to weakest.

3. Plot them on the force field on the following page. Indicate their estimated strength by the length of the arrows. Number the arrows to correspond to the numbers of the forces.

4. Discuss the facilitating forces. Determine their relative strengths. Rank them from the strongest to the weakest.

5. Plot them on the force field on the following page. Indicate their estimated strength by the length of the arrows. Number the arrows to correspond to the numbers of the forces.

6. You will have 10 minutes to complete this exercise.

Team Exercise: Force Field Analysis - Analyzing and Plotting Forces

FORCE FIELD

Desired State of Affairs

Criterion referenced tests to be administered by teachers, structured classroom observations by District Office Personnel, and interviews with students, teachers, and site administrators by District Office Staff.

Restraining Forces

Current State of Affairs

Facilitating Forces

STOP. DO NOT PROCEED UNTIL TOLD TO DO SO.

The next step in mapping is to determine potential action points. That is, after the forces are plotted, you should now decide which can be most easily manipulated. The questions is, which restraining forces can be most easily weakened or eliminated, and which facilitating forces can be most readily strengthened. These forces are indicated on the force field by circling the arrows you have previously plotted. Those arrows circled represent potential action points to help you achieve your chartering issue.

STOP. DO NOT PROCEED UNTIL TOLD TO DO SO.

Team Exercise: Force Field Analysis - Determining Potential Action Points

DIRECTIONS: 1. Work together as a team on this exercise.

2. You will use the Force Field Plot you just completed on the previous page. You will also need the list of the restraining and facilitating forces in order to know what forces the arrows represent.
3. Discuss and decide which restraining and facilitating forces would probably be the most easy to manipulate. That is, which restraining forces could be weakened or eliminated and which facilitating forces could be strengthened.
4. Circle the arrows which represent the forces you think could be easily manipulated.
5. Put an asterisk next to the circled arrow which represents your initial action point-- the strongest restraining force which could be manipulated. This will be the longest circled arrow in the upper portion of the Force Field.
6. You will have 10 minutes to complete this exercise.

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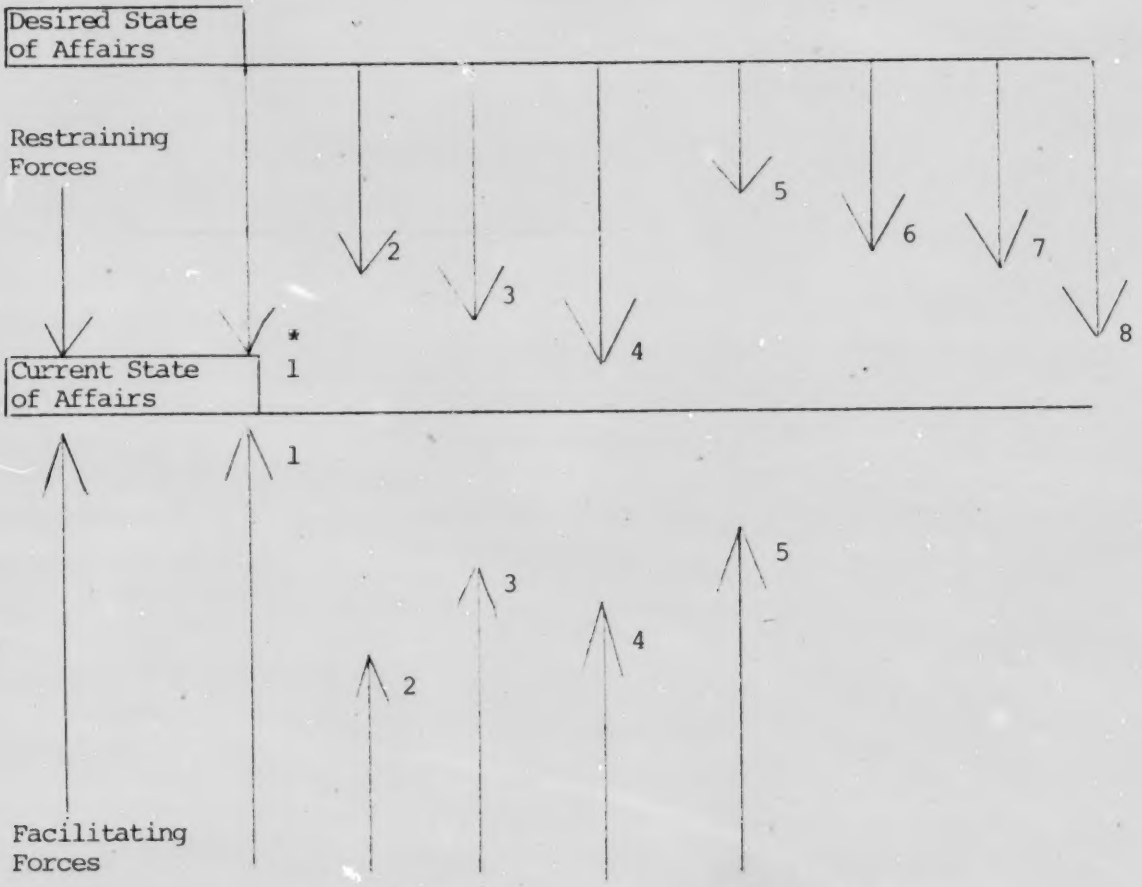
Feedback: Force Field Analysis - Determining Potential Action Points

FORCE FIELD



STOP. DO NOT PROCEED UNTIL TOLD TO DO SO.

When you have completed the preceding steps, your map to this stage might be laid out as follows:

MAP

BRIEF STATEMENT: State required evaluation of vocational education programs.

JUSTIFICATION: On the basis of a systematic needs assessment, a range of issues was prioritized and the above issue was identified as the most critical.

CLARIFIED STATEMENT: The District must devise a monitoring system for all voc. ed. programs receiving federal funds administered by the State. The state mandate for local monitoring specifies general guidelines but leaves implementation to the discretion of the local districts. The guidelines state that the monitoring system should provide timely information concerning both program progress and implementation in order to help the program director make appropriate improvements. The system is to be implemented at the start of the academic year in Sept.

KEY PERSON DECISION GRID: (appears on the following page)

EXAMPLE: KEY PERSON DECISION GRID FOR THE ISSUE OF STATE REQUIRED EVALUATION OF VOCATION EDUCATIONAL PROGRAMS.

School Related	May recommend/ suggest	Should be informed	Should be consulted	Should participate in decision making	Has final decision authority
School Board of Education Members		X			X
Superintendent of Schools		X		X	X
President of Community College				X	
Director of Regional Occupation Centers		X		X	
Program Directors of:		X		X	
District Office Personnel:					
School Principals	X	X			
Other Site Administrators:	X	X			
Dept. Chairpersons		X	X		
Faculty Members	X	X			
Counselors	X	X		X	
Students	X	X	X		
Others					
Educational Agencies					
State Department of Education Personnel	X	X	X		
United States Office of Education Personnel		X	X		
Others:					
Community Related					
Interested Citizens	X	X			
Service Organization Leaders	X	X			
Civic Leaders	X	X			
Elected Officials	X	X			
Parents	X	X			
Others					
Business Related					
Personnel Directors	X	X	X		
Company Officers	X	X	X		
Labor Union Leaders	X	X	X		

Business Owners/ Managers	X	X	X		
Advisory Committees		X	X		
Apprenticeship Liaison		X	X		
Others					
Agencies					
DVR	X	X			
EOD		X	X		
CETA	X	X			
WIN	X	X			
MDTA	X	X			
Others					
Others:					

STOP. DO NOT PROCEED UNTIL TOLD TO DO SO.

RANKED RANGE OF ALTERNATIVES:

BEST-C. R.T. administered by teachers; structured class observ. by D.O. personnel; interviews with students, teachers & site admin. by D. O. staff.

-C. R.T. administered by teachers; unobtrusive measures by D.O. staff;structured class observ. by D.O. personnel.

- Results of previously used teacher admn. tests;structured class observ.;interviews with students, teachers, site admin.

- Results of previously used teacher admin.tests;self-reports from teachers,unobtrusive measure by D.O. staff

- structured class observ. by D. O. personnel

-Informal observation by admin., self-report T's & S's

RESTRAINING AND FACILITATING FORCES:

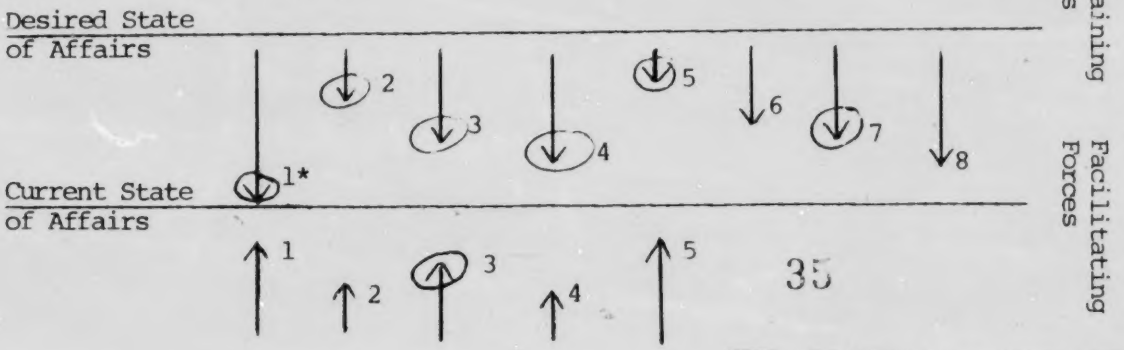
1. instructors feel threatened; reluctant to cooperate.
2. time may detract from instructional program
3. C. R.T.'s not available
4. ---- insufficient staff- D.O.
5. S's & P's concerned about types of information requested.
6. evaluation info previously not used
7. Teachers unions do not understand, do not support.
8. only three months

RESTRAINING FORCES

1. additional State funds available
2. computerized data analysis facilities available in D. O.
3.advisory committees, business, industry, & prog. directors welcome info.
4. consultants available-State
5.prog. improvement vital to prog. success

FACILITATING FORCES

FORCE FIELD PLOT:



STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

STEP 3: COMMUNICATING AND VALIDATING MAPS

In this step, you should be concerned with:

1. informing your key others on what you have done about your chartering issue;
2. obtaining feedback from them so you will know their degree of support; and
3. negotiate for concensus or validation of the specifics of your chartering issue.

Developing a schedule for communicating validating a Map.

Use the previously developed Key Person Decision Grid to help you decide your communication in terms of:

WHO?

HOW?

WHAT?

WHEN?

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

TEAM EXERCISE: Developing a Schedule for Communicating and Validating a Map.

DIRECTIONS

1. Work as a team in this exercise.
2. A response page which has a chart for scheduling meetings is on the following page.
3. Again, you are working with a schedule for the issue: State required evaluation of vocational education programs.
4. You should use the information summarized on the completed map from the Key Person Decision Grid for this issue.
5. First, list the Key Persons to be seen in the order you think would be most useful to you.
6. Note your primary reason for meeting with each.
    a. to inform,
    b. to obtain feedback.
    c. to negotiate for consensus.
7. Of course, you cannot fill in the last column, at this time. Specific dates and times will need to be arranged with each person.
8. You will have 15 minutes for this exercise.

Developing a Schedule for Communicating and Validating a Map

Brief Statement of Chartering Issue: State required evaluation of vocational education programs.

Key Persons (list in the order to be seen)	Purpose (a. to inform b. to obtain feedback c. to negotiate)	Date and Time Scheduled

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

Step 4: (A) GUIDELINES FOR OPERATIONALIZING A MAP AND JUDGING ITS EFFECTIVENESS

In this step, you should have two major concerns:

1. To operationalize the best alternative you chose to achieve your chartering issue, to include:

   Tasks to be done
   By whom
   Materials and resources
   Cost
   Sequence of activities
   Dates for accomplishment

2. To develop ways to reduce the strength of your identified restraining forces.

The completed plan of operation, then, would consist primarily of:

1. The alternative you wish to accomplish
2. The major restraining force hampering accomplishment
3. Specific delineation of tasks, responsibilities, resources, time line

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

Team Exercise: Operationalizing a Map

DIRECTIONS:

1. Work as a team on this exercise to develop a Plan to operationalize the map for the issue: State required evaluation of vocational education programs.
2. The alternative you are to work on is: Criterion-referenced tests to be administered by teachers.
3. Brainstorm multiple solutions for reducing the strength of the restraining force: Teachers feel threatened by evaluation, and are reluctant to cooperate.
4. Generate a list of specific tasks which must be accomplished in order to overcome teacher apprehension so that the alternative can be achieved.
5. Determine:

   a. What person or group of persons should be responsible for accomplishing the task?
   b. What materials and/or other resources will be needed.
   c. Estimated costs.
   d. Dates of accomplishment.
6. Record your plan on the answer sheet on the following page.
7. You will have 20 minutes for this exercise.

Operationalizing a Map.

Alternative: Criterion-referenced tests to be administered by teachers.

Restraining Force: Teachers feel threatened by evaluation; reluctant to cooperate.

TASK	BY WHOM	MATERIALS/ RESOURCES	COST	DATES OF ACCOMPLISHMENT

STOP: DO NOT GO ON UNTIL TOLD TO DO SO.

SAMPLE MASTER PLAN: State Required Evaluation of Vocational Education Program

Alternative: Criterion-referenced tests to be administered by teachers

Restraining Force: Teachers feel threatened by evaluation: reluctant to cooperate

TASK	BY WHOM	MATERIALS/ RESOURCES	ESTIMATED COST	WHEN TO BE ACCOMPLISHED J J A S O N D J F M A M
1. Orientation to Evaluation Plan; its purpose--instructional improvement fully explained to teachers.	Supt., Director of Voc. Ed; Dist. Resrch & Evaluation	Written handout explaining program	25.00	-
2. Meetings by school to overcome teacher apprehension	Dir. of Voc. Ed; Dist. Resrch & Evaluation; Principals	Handout on step by step procedures; benefits; in-service; credit	150.00	——
3. Teacher understanding and support secured	-	-	-	-
4. Teachers choose their own objectives--related to program objectives	Teachers			
a. Available collections	Resrch & Evaluation and curriculum specialist	Search for collections	25.00 per teacher	——
b. Generate objectives		Workshop		——
Inservice on selecting/developing objectives	Resrch & Evaluation and curriculum specialist			——
5. Objectives chosen, revised, finalized	Teachers	-	-	-
6. Teachers choose CRTs related to their objectives	Teachers			
a. Available CRTs	Resrch & Evaluation and test specialist	Search for collections	25.00 per teacher	——
b. Develop CRTs		Workshop		——
Inservice on selecting developing CRTs				——
7. Tests chosen, revised, finalized	Teachers			-
8. Final session to ensure teacher understanding and commitment	Dir. of Voc.Ed.; Dist. Resrch & Evaluation			-
9. Pretests administered,	Teachers	Test Matrls.	1.00 per student	-
scored	"			-
analyzed	"			-
student entry scores	"			
10. Monthly quizzes to assess ongoing effectiveness of instruction	Teachers	Quizzes	.50 per student	- - - - - - - -
11. Posttests administered,	Teachers	Test Matrls.	1.00 per student	-
scored	"			-
analyzed	"			-
student posttest scores recorded	"			-
12. School by School report to district	Principals	Report	100.00 per school	-
13. District end of year report to State	Supt. and Dir. of Voc. Ed.; Dist. Resrch & Evaluation	Report	250.00	——

STEP 4 (B) JUDGING THE EFFECTIVENESS OF AN OPERATIONALIZED MAP

When you have designed your plan and the activities to accomplish your purpose, the final job is to develop a set of evaluation questions that will be used to assess the effectiveness of the program when it goes into operation. You will be concerned with using these questions to gather information on the major decision areas, as follows:

1. Formative evaluation
   a. is the program feasible?
   b. is the program operating as planned?
   c. what aspects of the program need to be improved?
   d. are the program objectives being met?
   e. are there any unanticipated outcomes?

Information is collected while the program is still in operation and can be modified and improved.

2. Summative evaluation
   a. were the objectives of the program accomplished?
   b. what were the unanticipated outcomes?
   c. how did the program operate without any interactions?

Information is gathered at the conclusion of the program to decide whether the program should be retained or discontinued.

SUMMARY OF PROCEDURES FOR JUDGING THE EFFECTIVENESS OF OPERATIONALIZED MAP

Criterion-referenced testing component of state required evaluation issue

Evaluation Question	Kind of Measure	Who selects/ develops	Who Collects Data	When Collected	Who Interprets	Type of Interpretation	Who Receives Information
1. Do teachers understand and accept evaluation plan?	Interviews Observations	Dist. Resrch & Evaluation	Dist. Resrch & Evaluation	Bef. Implementation Dur. Implementation	Dist. Resrch & Evaluation	Objective	District Principals
2. Do teacher-chosen objectives match prog. goals?	Contnt analysis of objective/goal congruence	Dist. Resrch & Evaluation	Dist. Resrch & Evaluation	Before Implementatn.	Dist. Resrch & Evaluation Curriculum Specialist	Subjective	District Principals; Teachers
3. Do teacher chosen CRTs measure the objectives?	Analysis of item/objective congruence	Dist. Resrch & Evaluation	Dist. Resrch & Evaluation	Before Implementatn.	Dist. Resrch & Evaluation	Subjective	District Principals; Teachers
4. Are pretests administered properly; to rght students, analyzed properly?	Observatns. studnt intrviews random sample of analysis	Dist. Resrch & Evaluation Dist. Resrch & Evaluation	Dist. Resrch & Evaluation	During Implementatn.	Dist. Resrch & Evaluation	Subjective Objective	District Principals
5. Are monthly quizzes given?	Observatns. studnt intrviews	Dist. Resrch & Evaluation	Principals	During Implementatn.	Dist. Resrch & Evaluation	Subjective	District Office
6. Are results of quizzes used to modfy instruction?	Teacher. Interviews	Dist. Resrch & Evaluation	Principals	During Implementatn.	Dist. Resrch & Evaluation	Subjective	District Office
7. Are posttests administerd. properly; to rght studnts. analyzed properly?	Observatns. studnt intrviews random sample of analysis	Dist. Resrch & Evaluation Dist. Resrch & Evaluation	Dist. Resrch & Evaluation Dist. Resrch & Evaluation	After Implementatn. After Implementatn.	Dist. Resrch & Evaluation Dist. Resrch & Evaluation	Subjective Objective	District Principals District Office

SCANNING AND SELECTING CHARTERING ISSUES

Selecting Chartering Issues to Develop Good Management Techniques

Scanning is a process which helps an administrator survey the total field of responsibility to identify issues which can potentially be chartered --that is, those issues representing possible problem or opportunity areas. Selecting is process which helps an administrator to decide which of the identified issues are chartable--this decision involves such factors as the time involved, need for further clarification, the number of people involved in the decision-making process, how they are to communicate, and so forth. The order in which appropriate issues are selected for chartering is determined by applying criteria that are appropriate for chartering. These are some guidelines you can apply when you try to determine which issues can be chartered and which cannot. A chartering issue is an important demand, decision area, proposal, or programming area that is withing your responsibility, within your ability to respond, and is in need of attention by yourself or other key persons. The element of time and the nature of the decision-making process help to determine which issues can be chartered. For example, an issue which must be resolved very quickly by an individual administrator is not a chartering issue. Chartering, rather, is an orderly and systematic management process which occurs over time, and is concerned with identifying ways to respond to and plan courses of action for issues before they emerge as crises. That is, chartering will help you to establish a range of issues, to prioritize these issues over time, to be ready to address the issues before they emerge as crises. That is, chartering will help you to establish a range of issues, to prioritize these issues, to plan for these issues over time, to be ready to address the issues before they reach the critical point, to evaluate your administrative capability

in the context of sound management procedures, and to justify your decisions to yourself and to others. Chartering, finally, should not be considered as just another requirement, or just another way to respond to crises, but rather, as an on-going tool to enhance your administrative management and decision-making capabilities.

The importance of being able to make the best decision in the face of conflicting pressures and then being able to justify and continue with that decision has been illustrated by Peter Drucker in his work on managerial systems:

> "The decision has to be made as to which tasks deserve priority and which are of less importance. The only question is which will make the decision -- the executive or the pressures . . .
>
> "Pressures always favor yesterday . . . a top group which lets itself be controlled by the pressures will slight the one job no one else can do. It will not pay attention to the outside of the organization. It will therefore lose touch with the one reality, the only area in which there are results. For the pressures always favor what goes on inside. They always favor what has happened over the future, the crisis over the opportunity, the immediate and visible over the real, and the urgent over the relevant.
>
> "The job is, however, not (merely) to set priorities. That is easy .. ..the difficulty (is in) setting "posteriorities' -- that is, deciding what tasks not to tackle -- and of sticking to the decision"

All administrators encounter these kinds of problems and pressures; in a typical day the "unfinished business" folder keeps growing and partially completed tasks build up. How does the administrator decide what to do next? Should he or she work on a report for a faculty meeting, solve the personnel problem between two teachers, work on the proposal for a new program for the disadvantaged, or complete a questionnaire which is an important issue to a fellow division chairman? Perhaps some of the work can be piled on the edge of the desk, and if no one asks for it in two weeks, it can be shoved off into the vertical file.

But it would be better for the administrator's peace of mind if the important tasks could be identified, prioritized, and acted upon over time

by applying the management techniques of a system such as chartering. Issues which can be chartered are identified through the scanning and selections process.

To scan, administrators must survey the total field of responsibility in much the same way as do infantry scouts under fire, who must rapidly review the strategic situation and make the most appropriate decision. Infantry scouts identify potential danger spots and give them close scrutiny since they do not have time to gather all the facts, nor can they only look at what is in front of them. They must locate the danger areas as well as those areas which could present them with an advantage. In this context, scanning refers, then, to the task of viewing the whole and zeroing in on the issues which are either potential danger points as well as those which can act on your strategic advantage.

The failure to scan my result in costly waste of time and effort. The failure may also result in a costly loss of missed opportunity. To be able to appreciate a particular situation and its significant facts and values, in the midst of all the pressures, is the distinguishing mark of the capable administrator.

In the first part of the workshop, we quickly went through scanning and selecting and charted a simulated issue -- State required evaluation of vocational education programs. In the remainder of the workshop you will chart an important issue of your own choice, you will first go through the process of scanning and selecting, then you will repeat the same steps of Mapping, Communicating, and Operationalizing your own issue.

STOP. DO NOT PROCEED UNTIL YOU ARE TOLD TO DO SO.

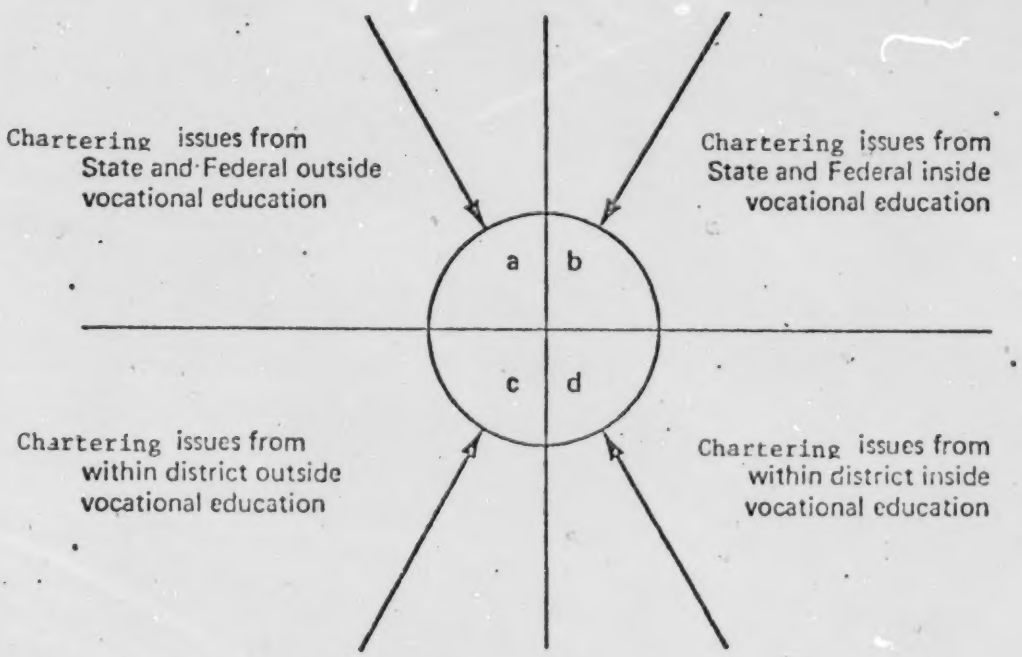
Identifying Chartering Issues by Source

Chartering issues originate from many sources and do not come with priority labels. Scanning and selecting chartering usses by sources reduces the chance of overlooking an issue which may originate at a distance or near at hand. Some issues may be appropriate for or need to be chartered and yet not be recognized as such by the administrator or even by his/her supervisor previously.

Issues can be outside or inside of vocational education, and can be considered in terms of four major sources:

a. Federal and State outside vocational education
b. Federal and State inside vocational education
c. District outside vocational education
d. District inside vocational education

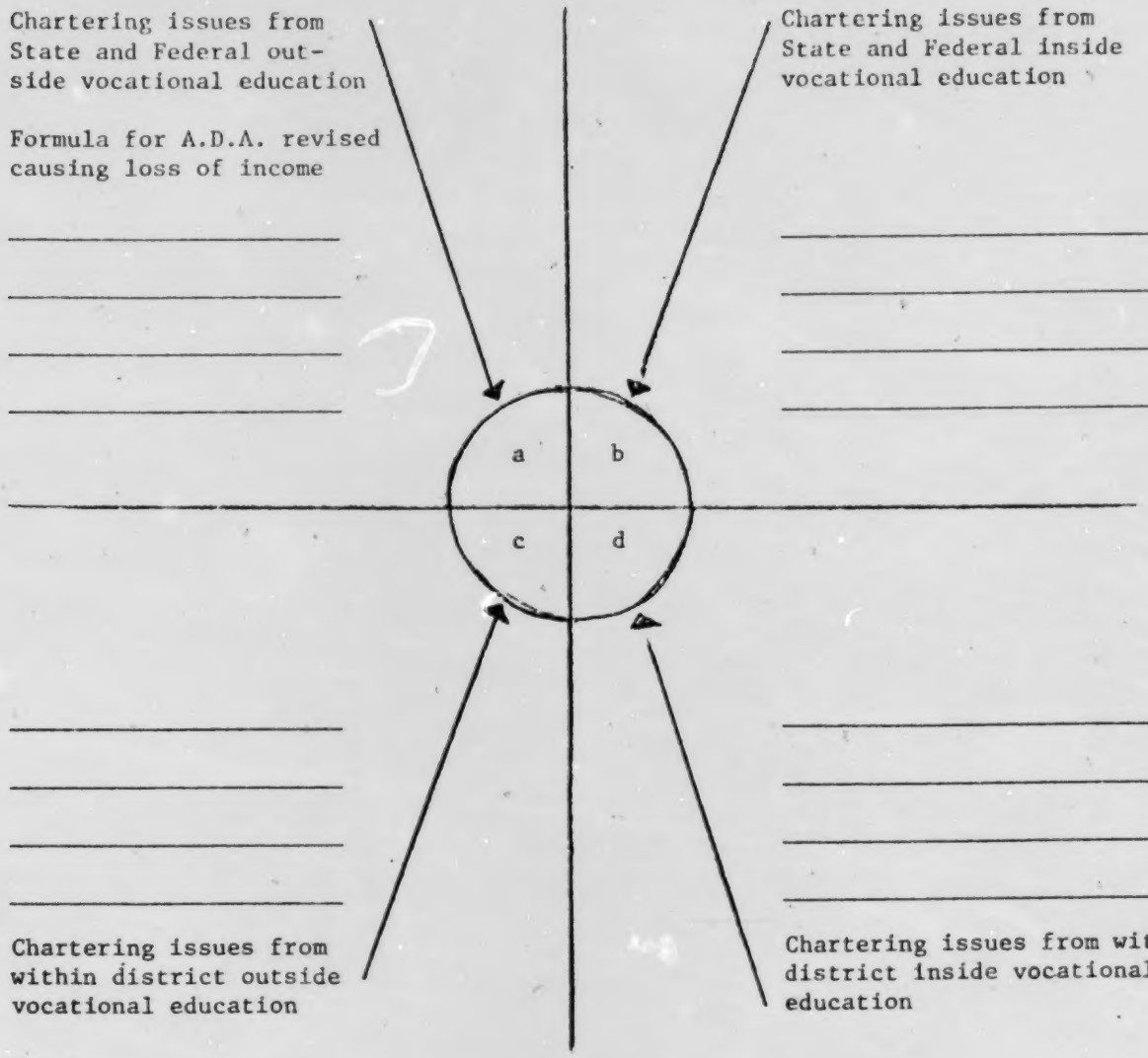
These four areas may be laid out as in the figure below:


Chartering issues from State and Federal outside vocational education
Chartering issues from State and Federal inside vocational education
a
b
c
d
Chartering issues from within district outside vocational education
Chartering issues from within district inside vocational education

STOP. DO NOT PROCEED UNTIL TOLD TO DO SO

Individual Exercise: Identifying Chartering Issues by Source

Directions: For each of the sources on the figure on the following page, write one chartering issue. One example has been provided for you in quadrant a. Write another issue for that quadrant, and then one each for the other three sources. Try to write issues that relate to your own job and responsibility and which suggest a possible future danger area or opportunity area that you would be responsible for. Later in the workshop we will use the issues you develop in this exercise, so try to pick issues that interest you or that you actually work with. Even if you do not have responsibilities in each of the quadrants, try to write one issue for each. Keep in mind the guidelines for identifying chartering issues that were previously suggested. A chartering issue should be an important demand, decision, proposal, or programming area that is within your responsibility, within your ability to respond, and is in need of attention by yourself or other key persons. Further, the issue should lead to a plan of action which will occur over time; it should not be an issue which must be resolved immediately. If you are not sure of the kinds of issues that would be appropriate for a particular quadrant, discuss the question with your team members. At this point, the issue should be only briefly stated; a line or two.


Chartering issues from State and Federal outside vocational education
Formula for A.D.A. revised causing loss of income
Chartering issues from State and Federal inside vocational education
a
b
c
d
Chartering issues from within district outside vocational education
Chartering issues from within district inside vocational education

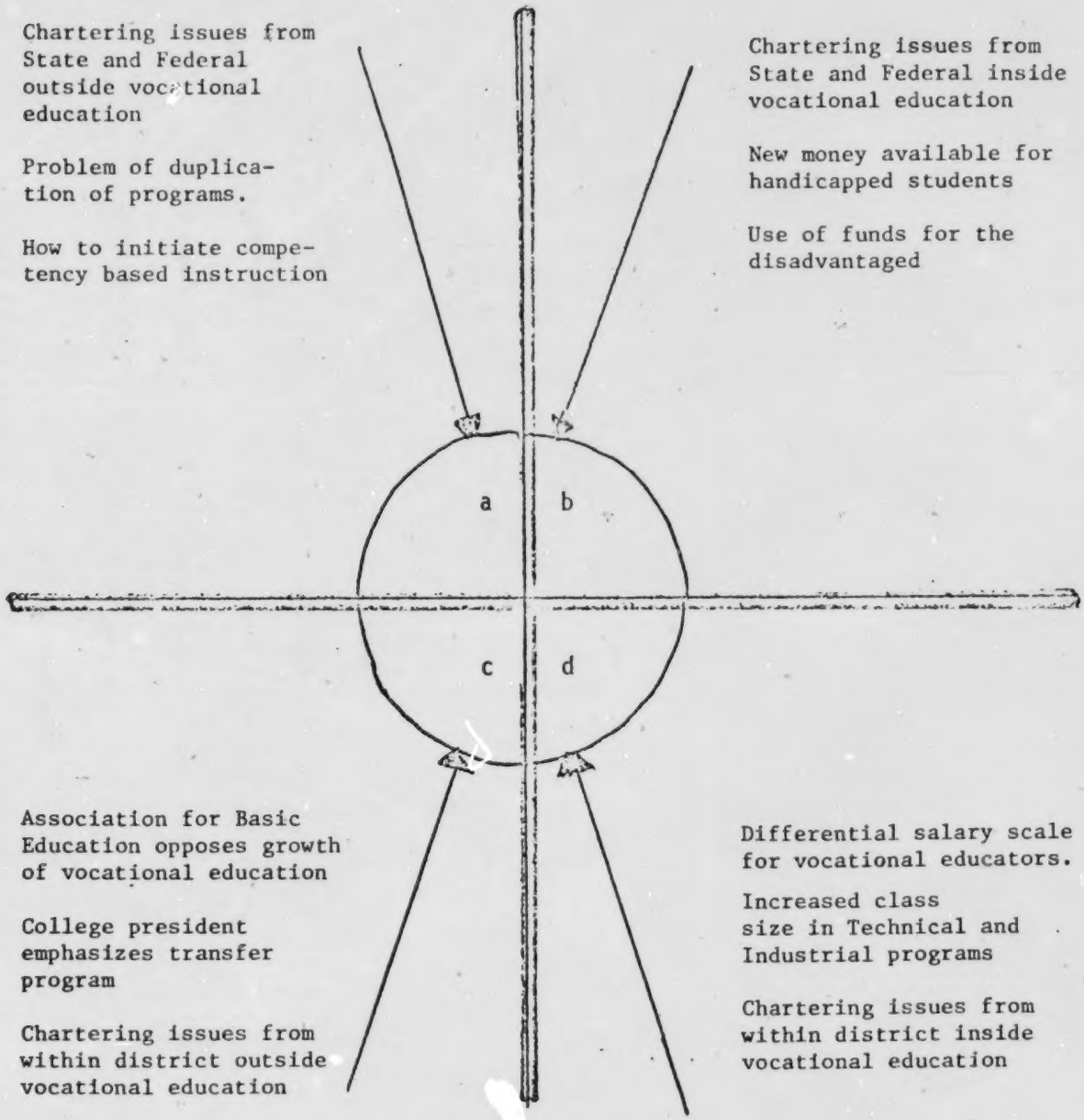
STOP. DO NOT PROCEED UNTIL TOLD TO DO SO.

FEEDBACK: Some typical issues for each of the quadrants

Chartering issues from State and Federal outside vocational education

Problem of duplication of programs.

How to initiate competency based instruction



Chartering issues from State and Federal inside vocational education

New money available for handicapped students

Use of funds for the disadvantaged

Association for Basic Education opposes growth of vocational education

College president emphasizes transfer program

Chartering issues from within district outside vocational education

Differential salary scale for vocational educators.

Increased class size in Technical and Industrial programs

Chartering issues from within district inside vocational education

STOP. DO NOT PROCEED UNTIL TOLD TO DO SO.

Determining the Importance of the Issue: Criteria for Selection

One way to get at the importance of an issue is to simply rate it subjectively. For example, a chartering issue could be rated on a simple 5-point rating scale — 1 reflecting low importance, and 5 reflecting high importance, as seen in the scale below.

UNIMPORTANT				IMPORTANT
1	2	3	(4)	5

Note that in the example above, the "4" has been circled, meaning that when a particular chartering issue was compared for importance with other chartering issues emerging at the same time, the administrator subjectively rated the chartering issue as "4" -- quite important.

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

Determining the Importance of the Issue: Criteria for Selection

It is possible to establish more specific criteria by asking questions that try to get at the value or importance of an issue. These questions might relate to:

1. Importance. How important is the issue?
2. Clarity. How clear is the objective?
3. Appropriateness. Is the issue part of your responsibility?
4. Feasibility. Can you respond to the issue?

These criteria may be set up on a rating scale as follows:

UNIMPORTANT				IMPORTANT
1	2	3	4	(5)
CLEAR				UNCLEAR
1	2	3	(4)	5
INAPPROPRIATE				APPROPRIATE
1	2	3	(4)	5
UNFEASIBLE				FEASIBLE
1	2	(3)	4	5

Total = 16 Average Rating = 4

Note that on the example above, again for a hypothetical issue, it rated "5" on importance, "4" on clarity, "4" on appropriateness, and "3" on feasibility; giving this issue a total of 16 points which, when divided by the number of criteria (in this case 4) gives the issue an average rating of 4. This kind of rating scale and the use of criteria helps the administrator to take a close look at the important dimension of a chartering issue and to rate the issue in terms of these dimensions.

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

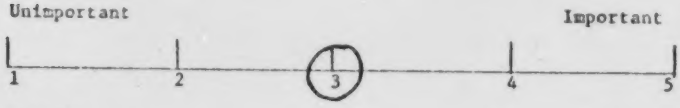
Determining the Importance of the Issue: Criteria for Selection

Once major criteria have been established, as in the preceding example, it is possible to ask questions to make the criteria even more sensitive and accurate so as to arrive at a fairly objective rating of an issue. The kinds of questions that might be asked are seen in the example below.

IMPORTANCE:

Does the issue require you to make a response or formulate a decision?

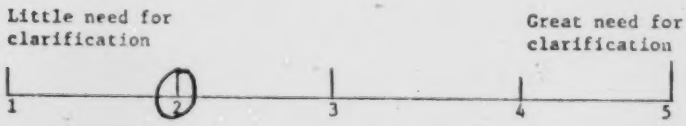
Are any key others involved in or affected by the decision?



CLARITY

Does the issue require clarification between yourself and key others involved?

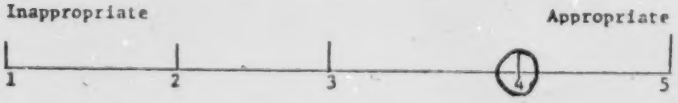
Will plans for the issue require on-going communication and clarification?



APPROPRIATENESS:

Do the needs of the issue evolve with time?

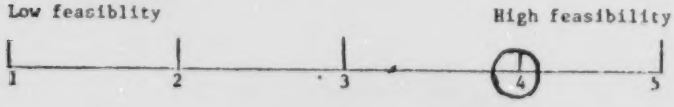
Is there sufficient time to charter the issue?



FEASIBILITY

Do the resources to meet the issue exist or can they be acquired?

Can plans for the issue be realistically implemented?



Total = 13 Average rating = 3.2

Note that in the example above, again for a hypothetical issue, it was rated "3' on the two components of importance, "2" on the two components of clarity, "4" on the two components of appropriateness , and "4" on the two components of feasibility, giving the issue a total of 13 points which, when divided by the number of criteria (again, 4) gives the issue an average rating of 3.2. Again, use of these kinds of questions that define the criteria help to provide a more valid and objective rating of the issue.

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

Determining the Importance of the Issue: Criteria for Selection

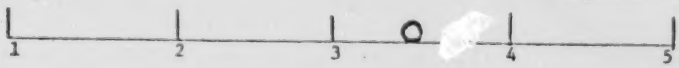
When criteria have been established and the questions on components that define the criteria have been set, you may want to develop sub-scales for the questions in each criterion as in the example below, to try to make your ratings as objective as possible. Should you do this, the issue would first be rated on each question in a criterion, then the average for these questions would be entered on the scale reflecting the major criteria.

IMPORTANCE:

Does the issue require you to make a response or formulate a decision? 1 2 3 (4) 5

Are any key others involved in or affected by the decision? 1 2 (3) 4 5

Unimportant — Important

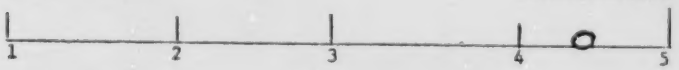


CLARITY

Does the issue require clarification between yourself and key others involved? 1 2 3 4 (5)

Will plans for the issue require on-going communication and clarification? 1 2 3 (4) 5

Little need for clarification — Great need for clarification

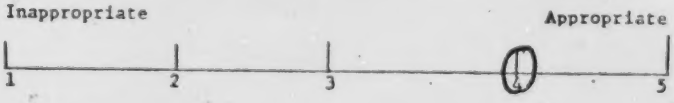


APPROPRIATENESS:

Do the needs of the issue evolve with time? 1 2 (3) 4 5

Is there sufficient time to charter the issue? 1 2 3 4 (5)

Inappropriate — Appropriate

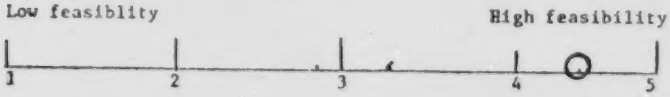


FEASIBILITY

Do the resources to meet the issue exist or can they be acquired? 1 2 3 (4) 5

Can plans for the issue be realistically implemented? 1 2 3 4 (5)

Low feasiblity — High feasibility



Total = 16.5 Average rating = 4.3

Note that in the example above, again for a hypothetical issue, it was rated "4" and "3" on the two components of importance, giving the issue an average of 3.5 on importance; it was rated "5" and "4" on the two components of clarity, giving the issue an average of 4.5 on clarity; it was rated "3" and "5" on the two components of appropriateness, giving the issue an average of 4 on appropriateness; it was rated "4" and "5" on the two components of feasibility, giving the issue an average of 4.5 on feasibility. When these are added, the issue has a total of 16.5 points which, when divided by the number of criteria (again, 4) gives the issue an average rating of 4.3. Note that these numerical sub-scales again help to provide a clearer, more accurate, and more objective appraisal of the importance of an issue.

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

Weighting the Importance of the Issue

As we have seen in the preceding examples, criteria can be given equal importance, or an equal weight. However, if it appears that some criteria are more important than others, they can be assigned differential weights that show the importance of each criterion being used.

This weighting procedure is a matter of deciding how much emphasis to place on different criteria. The weighting procedure must be based on a clear rationale since later someone may ask for an explanation of how the different weights were determined.

The simplest system for applying weights is to use whole numbers. For example, using the same four criteria from our previous examples, it might be decided that criterion number three, clarity, is twice as important as the other three criteria. In this case, the weight for clarity would be 2 and the weights for the other criteria would be 1, giving us a total of five weights assigned, or five points in the scale instead of the four originally used. The total number of weights assigned is arbitrary; but five and ten are easy numbers to work with.

An important thing to keep in mind about assigning differential weights to the criteria is that the system might yield a different set of priorities among chartering issues than would be the case if all criteria had the same (equal) weight.

Consider the following situation: An administrator is trying to find out which of two chartering issues has the highest priority, using the same four criteria and the rating procedures we have been using in the previous examples.

Let's assume that Issues X and Y received the following ratings in our four criteria:

	Issue X	Issue Y
Criterion A	4.0	2.0
Criterion B	4.0	2.0
Criterion C	2.0	4.0
Criterion D	2.0	3.0

When we add these ratings, we get the following totals for each issue:

Issue X = 12.0 Issue Y = 11.0

When we divide these totals by four (the total number of criteria) we get the following average ratings:

Issue X = 3.0 Issue Y = 2.75

On the basis of equal weights, then, it would appear that Issue X (3.) is more important than Issue Y (2.75). We might list these two issues as:

Most important issue = X

Second most important issue = Y

But what happens if we assign differential weights to the four criteria, and now criterion three (clarity) is considered to be twice as important as the other three criteria. This would give us a total number of five weights assigned:

Criterion A = 1; Criterion B = 1; Criterion C = 2; Criterion D =1

Going back to the examples in Issues X and Y, the ratings for these two issues would now look like the following:

	Issue X	Issue Y
Criterion A	4.0	2.0
Criterion B	4.0	2.0
Criterion C	4.0 (rt 2 x wt 2)	8.0 (rt 4 x wt 2)
Criterion D	2.0	3.0

When we add these ratings, we now get the following totals for each issue:

Issue X = 14.0 Issue Y = 15.0

When we divide these totals by five (the total number of weights assigned), we get the following average ratings:

Issue X = 2.8 Issue Y = 3.0

The relative priorities of the two issues have changed with the application of differential weights, and now Issue Y has a higher average rating than Issue X. (The opposite was the case when we did not use differential weights).

Now we would list the two issues as:

Most important issue = Y

Second most important issue = X

It is important to keep two major points in mind when differential weights are applied to criteria. First, if weights are applied, the relative priorities of a set of issues may be different than would be the case if all criteria are considered equal (all criteria have weights of 1). Second, when weights are used, final averages are determined by dividing the total points obtained by the number of weights used. In the example used in this section that number was five. Obviously this number may change. For example, let's assume that we had assigned ten weights to our four criteria in the following way:

Criterion A received a weight of 2

Criterion B received a weight of 1

Criterion C received a weight of 3

Criterion D received a weight of 4

In this case, the rating on criterion A would be multiplied by 2; the rating on criterion B would be multiplied by 1; the rating on criterion C would be multiplied by 3; and the rating on criterion D would be multiplied by 4. When the points are added up, the total would be divided by 10 (the number of weights assigned) to get the final average rating of importance for the critical issue.

STOP. DO NOT PROCEED UNTIL TOLD TO DO SO.

CHARTERING ISSUES WORKSHEET

ISSUE From State and Federal outside of Vocational Education	SPECIFIC SOURCE	PRIORITY
_____	_____	
_____	_____	
_____	_____	

IMPORTANCE:

Does the issue require you to make a response or formulate a decision? 1 2 3 4 5

Are any key others involved in or affected by the decision? 1 2 3 4 5

Unimportant — Important

1 2 3 4 5

CLARITY

Does the issue require clarification between yourself and key others involved? 1 2 3 4 5

Will plans for the issue require on-going communication and clarification? 1 2 3 4 5

Little need for clarification — Great need for clarification

1 2 3 4 5

APPROPRIATENESS:

Do the needs of the issue evolve with time? 1 2 3 4 5

Is there sufficient time to charter the issue? 1 2 3 4 5

Inappropriate — Appropriate

1 2 3 4 5

FEASIBILITY

Do the resources to meet the issue exist or can they be acquired? 1 2 3 4 5

Can plans for the issue be realistically implemented? 1 2 3 4 5

Low feasiblity — High feasibility

1 2 3 4 5

Total =

Average rating of critical value =

ISSUE From State and Federal Inside of Vocational Education	SPECIFIC SOURCE	PRIORITY
_____	_____	
_____	_____	
_____	_____	

IMPORTANCE:

Does the issue require you to make a response or formulate a decision? 1 2 3 4 5

Are any key others involved in or affected by the decision? 1 2 3 4 5

Unimportant — Important

1 2 3 4 5

CLARITY

Does the issue require clarification between yourself and key others involved? 1 2 3 4 5

Will plans for the issue require on-going communication and clarification? 1 2 3 4 5

Little need for clarification — Great need for clarification

1 2 3 4 5

APPROPRIATENESS:

Do the needs of the issue evolve with time? 1 2 3 4 5

Is there sufficient time to charter the issue? 1 2 3 4 5

Inappropriate — Appropriate

1 2 3 4 5

FEASIBILITY

Do the resources to meet the issue exist or can they be acquired? 1 2 3 4 5

Can plans for the issue be realistically implemented? 1 2 3 4 5

Low feasiblity — High feasibility

1 2 3 4 5

Total =

Average rating of critical value =

ISSUE From Within District outside of Vocational Education	SPECIFIC SOURCE	PRIORITY

IMPORTANCE:

Does the issue require you to make a response or formulate a decision? 1 2 3 4 5

Are any key others involved in or affected by the decision? 1 2 3 4 5

Unimportant — Important

1 — 2 — 3 — 4 — 5

CLARITY

Does the issue require clarification between yourself and key others involved? 1 2 3 4 5

Will plans for the issue require on-going communication and clarification? 1 2 3 4 5

Little need for clarification — Great need for clarification

1 — 2 — 3 — 4 — 5

APPROPRIATENESS:

Do the needs of the issue evolve with time? 1 2 3 4 5

Is there sufficient time to charter the issue? 1 2 3 4 5

Inappropriate — Appropriate

1 — 2 — 3 — 4 — 5

FEASIBILITY

Do the resources to meet the issue exist or can they be acquired? 1 2 3 4 5

Can plans for the issue be realistically implemented? 1 2 3 4 5

Low feasiblity — High feasibility

1 — 2 — 3 — 4 — 5

Total =

Average rating of critical value =

ISSUE From within District inside of Vocational Education	SPECIFIC SOURCE	PRIORITY
_____	_____	
_____	_____	
_____	_____	

IMPORTANCE:

Does the issue require you to make a response or formulate a decision? 1 2 3 4 5

Are any key others involved in or affected by the decision? 1 2 3 4 5

Unimportant — Important

1 2 3 4 5

CLARITY

Does the issue require clarification between yourself and key others involved? 1 2 3 4 5

Will plans for the issue require on-going communication and clarification? 1 2 3 4 5

Little need for clarification — Great need for clarification

1 2 3 4 5

APPROPRIATENESS:

Do the needs of the issue evolve with time? 1 2 3 4 5

Is there sufficient time to charter the issue? 1 2 3 4 5

Inappropriate — Appropriate

1 3 4 5

FEASIBILITY

Do the resources to meet the issue exist or can they be acquired? 1 2 3 4 5

Can plans for the issue be realistically implemented? 1 2 3 4 5

Low feasiblity — High feasibility

1 2 3 4 5

Total =

Average rating of critical value =

Exercise: Completing the First Three Parts of a Map

DIRECTIONS:

1. On the following page is a response sheet with headings for the first three parts of a chartering map. If you have chosen to work as a team to develop a map, work as a team to complete the first three parts of the map for the issue you have chosen to charter. If you have chosen to work as an individual, you will be developing a map for the issue you identified as being most in need of chartering during the scanning process.
2. Write a brief Statement of the issue.
3. Next write a Statement of the justification for selecting this chartering issue.
4. Then write a clear and concise clarified statement of the chartering issue. The clarified statement of your chartering issue should contain:
   a) the most salient parts of the brief statement,
   b) the type of program and/or the specific program to which the chartering issue relates,
   c) the sources of the chartering issue, and
   d) any guidelines which have been set forth concerning the chartering issue.
5. You have 10 minutes to complete this exercise. You may refer to the statements that were written to justify and clarify the issue you worked on earlier and use it as a model, if you wish.
6. Please be prepared to share your clarified statement with the rest of the workshop participants.

Exercise: Completing the First Three Parts of a Map

Response Sheet

1. Brief Statement of the Chartering Issue:

2. Statement of the Justification for Selecting the Chartering Issue:

3. Clarified Statement of the Chartering Issue:

STOP. DO NOT PROCEED UNTIL TOLD TO DO SO.

Exercise: Identifying Other Key Persons and Their Types of Influence

DIRECTIONS:

1. In this exercise you will be identifying the key persons and their influence for the issue you have begun to make. This is the same issue for which you have already written a statement, its justification, and its clarification in the last exercise. Again, you will be working either as teams or as individuals depending upon how you chose to charter you issue.
2. The Key Person Decision Grid on the next page will be your response sheet.
3. Your task is to consider your chartering issue to determine:
   a) who the other key persons are, and
   b) the type of influence which each has in relation to your Issue.
4. Place "X's" in the cells of the Key Person Grid to indicate who the other key persons are and their roles in relation to the chartering issue.
5. You will have 10 minutes for this exercise. Again, you may refer, if you wish, to the example generated for the state required evaluation issue, and use it as a model to get an idea of the typical range of key people who might be involved in a chartering issue.
6. Please be prepared to share your Key Person Decision Grid with the rest of the Workshop participants.

EXAMPLE: KEY PERSON DECISION GRID FOR THE ISSUE OF STATE REQUIRED EVALUATION OF VOCATION EDUCATIONAL PROGRAMS.

School Related	May recommend/ suggest	Should be informed	Should be consulted	Should participate in decision making	Has final decision authority
School Board of Education Members					
Superintendent of Schools					
President of Community College					
Director of Regional Occupation Centers					
Program Directors of:					
District Office Personnel:					
School Principals					
Other Site Administrators:					
Dept. Chairpersons					
Faculty Members					
Counselors					
Students					
Others					
Educational Agencies					
State Department of Education Personnel					
United States Office of Education Personnel					
Others:					
Community Related					
Interested Citizens					
Service Organization Leaders					
Civic Leaders					
Elected Officials					
Parents					
Others					
Business Related					
Personnel Directors					
Company Officers					
Labor Union Leaders					

Business Owners/ Managers					
Advisory Committees					
Apprenticeship Liaison					
Others					
Agencies					
DVR					
DDD					
CETA					
WIN					
MDTA					
Others					
Others:					

STOP. DO NOT PROCEED UNTIL TOLD TO DO SO.

Exercise: Generating and Ranking a Range of Alternatives

Part I - Brainstorming

DIRECTIONS:

1. Work independently or as a team on this exercise.
2. Use the Chartering Issue for which you have already written a clarified statement and have identified other key persons.
3. Brainstorm all the imaginable alternatives. Think of any possible ways in which the requirements of the Chartering Issue might be met to varying degrees.
4. Remember in brainstorming:
   a) list all of your ideas freely
   b) do not criticize or judge your ideas
   c) think creatively, divergently.
5. Write your ideas on the Response Page for Part 1 on the following page.
6. You will have 10 minutes for Part 1 of this exercise. When you finish Part 1, you may begin Part 2.

Exercise: Generating and Ranking a Range of Alternatives

Part 1 - Brainstorming

Response Page

Brief Statement of Chartering Issue: _____

_____

IDEAS - POSSIBLE ALTERNATIVES:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Exercise: Generating and Ranking a Range of Alternatives

Part 2 - Ranking the Alternatives

DIRECTIONS:

1. Continue to work together as a team or as an individual on this part of the exercise.
2. Examine the list of ideas which you just brainstormed.
   a) Discard any that are absolutely unattainable. DO NOT discard any which have any possibility, however small, of being attained.
   b) Discard any ideas which are completely inadequate.
3. Decide which one or combination of two or more ideas is the best possible alternative. Write this next to the word "Best" on the response page following.
4. Arrange the rest of the ideas in rank order and write them on the response page.
5. You will have 10 minutes to complete this part of the team exercise.

Exercise: Generating and Ranking a Range of Alternatives

Part 2 - Ranking the Alternatives

Response Page

BEST_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

POOREST_____

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

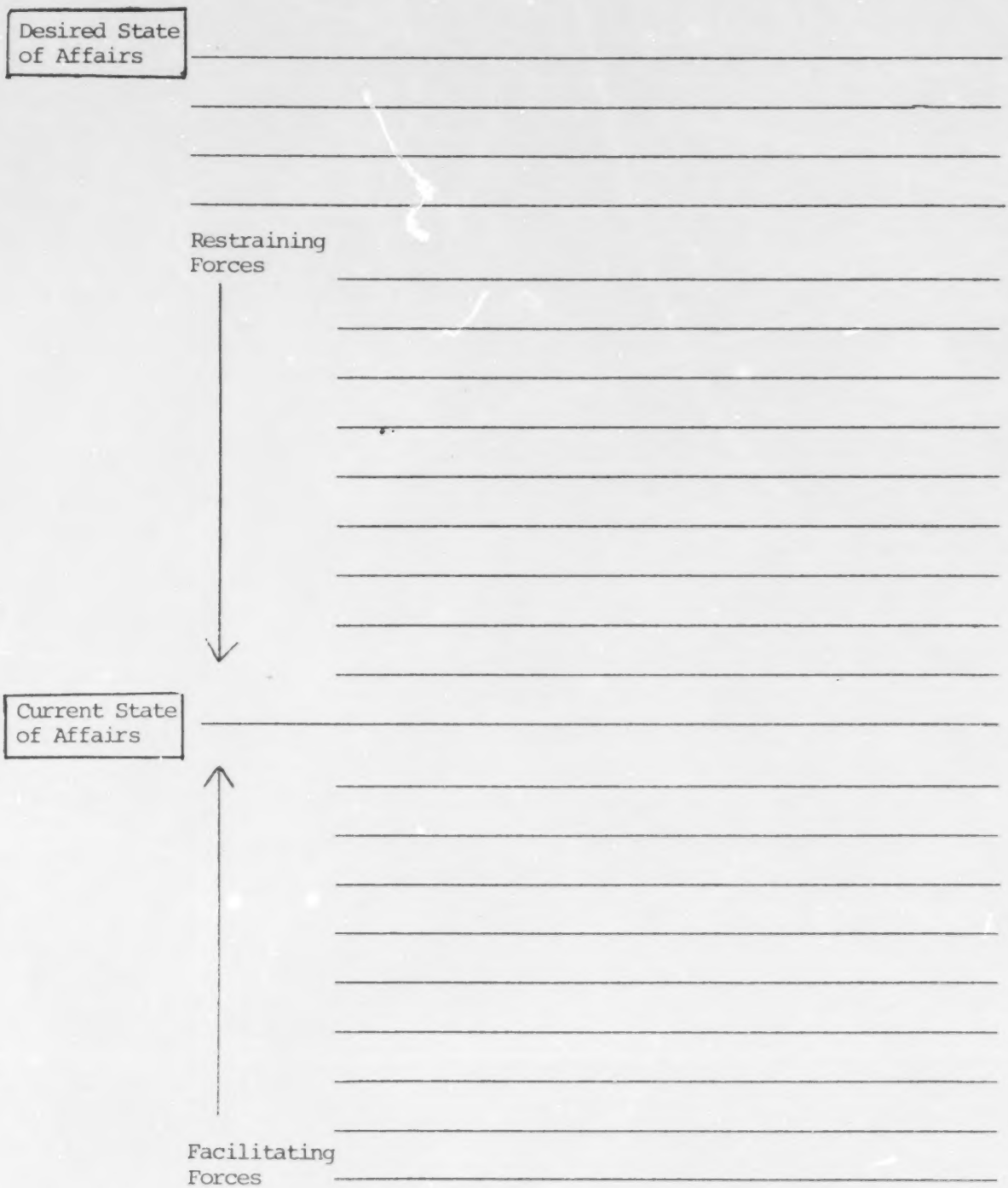
EXERCISE: Force Field Analysis - Identifying Restraining and Facilitating Forces

DIRECTION:

1. Work together as a team or as an individaul on this exercise.
2. For this exercise, you will use your own chartering issue and the best alternative you decided upon in the last exercise. This is the Desired State of Affairs.
3. Brainstorm the restraining forces. List all of the things you think will block the attainment of the Desired State of Affairs.
4. Next, identify the forces which you believe would help in the attainment of the Desired State of Affairs -- the facilitating forces.
5. As before, avoid arguing over the forces. List all ideas freely and encourage an atmosphere of accepting others' ideas.
6. Record your ideas in the appropriate spaces on the Response Page following.
7. You will have ten minutes for this exercise.

EXERCISE: FORCE FIELD ANALYSIS: IDENTIFYING RESTRAINING AND FACILITATITING FORCES

Response Page



STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

Exercise: Force Field Analysis: Analyzing and Plotting Forces

DIRECTIONS:
1. For this part of the exercise you will need to refer to the list of restraining and facilitating forces you developed in the first part of the exercise.
2. Discuss and determine the relative strength of the restraining forces. Rank them from strongest to weakest.
3. Plot them on the force field. Indicate their strength by the length of the arrows. Number the arrows to correspond to the numbers in your list of restraining forces.
4. Discuss and determine the relative strength of the facilitating forces. Rank them from strongest to weakest.
5. Plot them on the force field on the following page. Indicate their strength by the length of the arrows. Number the arrows to correspond to the number in your list of facilitating forces.
6. You will have 10 minutes for this part of the exercise.

Exercise: Force Field Analysis - Analyzing and Plotting Forces

Response Page

Brief Statement of Chartering Issue:

FORCE FIELD

Desired State of Affairs

Restraining Forces

Current State of Affairs _____

Facilitating Forces

STOP. DO NOT PROCEED UNTIL TOLD TO DO SO.

Exercise: Force Field Analysis - Determining Potential Action Points

DIRECTIONS:
1. Work together as a team or as an individual on this exercise.
2. You will use the Force Field Plot on the previous page. You will also need the list of the restraining and facilitating forces in order to know what forces the arrows represent.
3. Discuss and decide which restraining and facilitating forces would probably be the most easy to manipulate. That is, which restraining forces could be strengthened.
4. Circle the arrows which represent the forces you think could be easily manipulated.
5. Put an asterisk next to the circled arrow which represents your initial action point-- the strongest restraining force which could be manipulated. This will be the longest circled arrow in the upper portion of the Force Field.
6. You will have 10 minutes to complete this exercise.

STOP. DO NOT PROCEED UNTIL TOLD TO DO SO.

Exercise: Developing a Schedule for Communicating and Validating a Map

Directions:

1. Work independantly or as a team on this exercise.
2. A response page which has a chart for scheduling meetings is on the following page.
3. Use your own Chartering Issue which you mapped in the last module.
4. You should use the information summarized on your completed map from the Key Person Decision Grid.
5. First, list the Key Persons to be seen in the order you think would be most useful to you.
6. Note your primary reason for meeting with each.
   a. to inform
   b. to obtain feedback
   c. to negotiate for concensus.
7. Of course, you cannot fill in the last column at this time. Specific dates and times will need to be arranged with each person.
8. You will have 15 minutes for this exercise.

Developing a Schedule for Communicating and Validating a Map

Brief Statement of Chartering Issue:

Key Persons (list in the order to be seen)	Purpose (a. to inform b. to obtain feedback c. to negotiate)	Date and Time Scheduled

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

Exercise: Operationalizing a Map

Directions:

1. If you have developed a team Map, work as a team on this exercise.
   If you have developed an individual map, work on your own.
2. Select one of your restraining forces.
3. Brainstorm multiple solutions for reducing the strength of the restraining force.
4. If you are working as a team, vote on the ideas to determine which one is the most important and workable. If you are working alone, use your own judgement to make this determination.
5. For the idea you have selected, generate a list of specific tasks which must be accomplished.
6. Determine:
   a. What person or group of persons should be responsible for accomplishing the task?
   b. What materials and/or other resources will be needed.
   c. Estimated costs.
   d. Dates of accomplishment
7. Record your answers on the answer sheet on the following page.
8. You will have 20 minutes for this exercise.

Operationalizing a Map.

Alternative:

Restraining Force:

TASK	BY WHOM	MATERIALS/RESOURCES	COST	DATES OF ACCOMPLISHMENT

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

Appendix

READINGS ON CHARTERING

BRINGING THE CHARTERING ISSUE INTO FOCUS

Once the various issues have been scanned and a high priority issue has been selected, it is necessary to devise a systematic means of communicating the issue with those key others who will be involved in its resolution. This planned communication involves gathering information about a selected chartering issue and arranging it on a written document called a map. A map helps bring the chartering issue into focus by:

1. helping the administrator think about the chartering issue in a logical and systematic manner, and
2. helping the administrator to communicate with others in order to obtain support, and agreement for decision and a plan of action relating to the chartering issue, or to negotiate any necessary modifications in the activities that are planned to meet the needs of the issue.

The first steps in Mapping involve writing a brief statement of the chartering issue that was selected by scanning, stating the justification for selecting the issue, and writing a clarified statement of the issue. It is essential for the administrator and those with whom the map will be shared to agree that the issue warrants attention and to understand its basic requirements.

After justification and clarification, the individual doing the mapping must identify the key people who should be involved in the chartering issue and who will influence possible decision relating to the issue. Identifying these other key persons -- those influential people besides the Mapper -- and their type and degree of influence early in the decision process and carefully planning communications with them helps alleviate problems related to the negotiation of acceptable solutions.

Mapping also requires considering alternative strategies or goals for

dealing with the issue. When a desired alternative has been identified, forces which restrain and facilitate attainment of that desired goal are listed, analyzed, and plotted -- a technique that helps the administrator determine the best potential action points and begin to plan a course of action. When these components of the map have been completed, it can be used to communicate proposed courses of action in a rational and considerate manner.

As the administrator communicates the chartering issue with others, it may be that they do not share the same values and may expect different evidence of outcomes. These differences may be used constructively; having many alternatives to choose from is a good idea since the chartering issue might be resolved by more than one course of action.

HOW TO IDENTIFY KEY PERSONS

Key persons may be identified on the basis of the answers to a few basic questions, such as who should be informed about this decision. When you answer these questions, consider the full range of people who should be included; make sure you do not overlook someone simply because that person does not come to mind quickly. Some of the questions you might consider to determine the range of key people you should work with are listed and amplified below.

1. Who should be informed?

   These people need to be told of any actions or decision relating to the chartering issue.

2. Who should be consulted?

   These people need to be referred to and asked about any actions or decisions relating to the chartering issue.

3. Who should participate?

   Although these people may not have the authority to make a final decision on the chartering issue independently, they should be involved in the decision process.

4. Who has decision authority?

   These people have the responsibility, power, and authority to make final decisions relating to the chartering issue.

5. Who may recommend or suggest?

   If time permits, these people may offer valuable advice and assistance in resolving the chartering issue.

Key Persons--Examples

School Related

School Board of Education Members
Superintendent of Schools
Regional or Area Planning Agencies
President of Community College
Director of Regional Occupational Centers
District Office Personnel:
(specify)

_____

_____

_____

Program Director of _____
School Principals
Other School Administrators
Department Chairpersons
Faculty Members
Counselors
Students
Others

Educational Agencies

State Department of Education Personnel
Chancellor's Office
California Post-Secondary Education Commission
United States Office of Education Personnel
Others: _____

_____

_____

Community Related

Interested Citizens
Service Organization Leaders
Civic Leaders
Elected Officials
Parents
Others

Business Related

Personnel Directors
Company Officers
Labor Union Leaders
Business Owners/Managers
Advisory Committees
Apprenticeship Liaison
Others

Agencies

DVR	CETA	MDTA
EDD	WIN	Others: _____
		_____

FORCE FIELD ANALYSIS

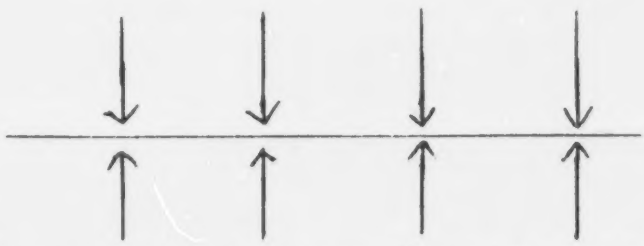
INTRODUCTION:

According to Kurt Lewin, a current state of affairs is maintained by a field of forces which are in balance. In order to change the state of affairs, there must be some change in the forces. This situation is analogous to Newton's First Law in physics: A body will remain at rest unless it is acted upon by an unbalanced external force.

Figure 1 illustrates forces in balance which maintain the current state of affairs.

Figure 1

Current State of Affairs



When there is a goal or desired state of affairs which differs from the current state of affairs, there will be no change or movement toward the goal if there is no change in the forces maintaining the current state.

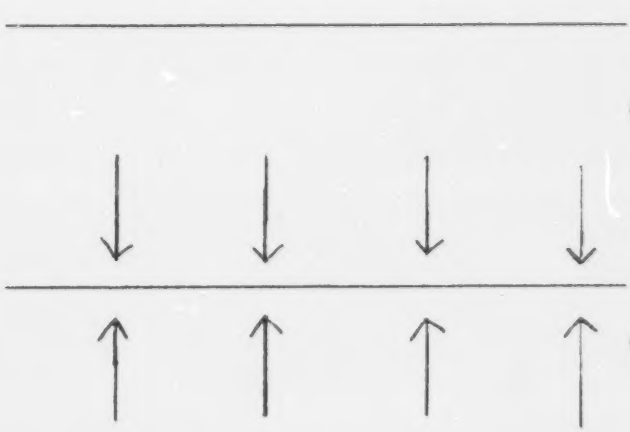
Figure 2

Desired State of Affairs

(-) Restraining Forces

Current State of Affairs

(+) Facilitating Forces

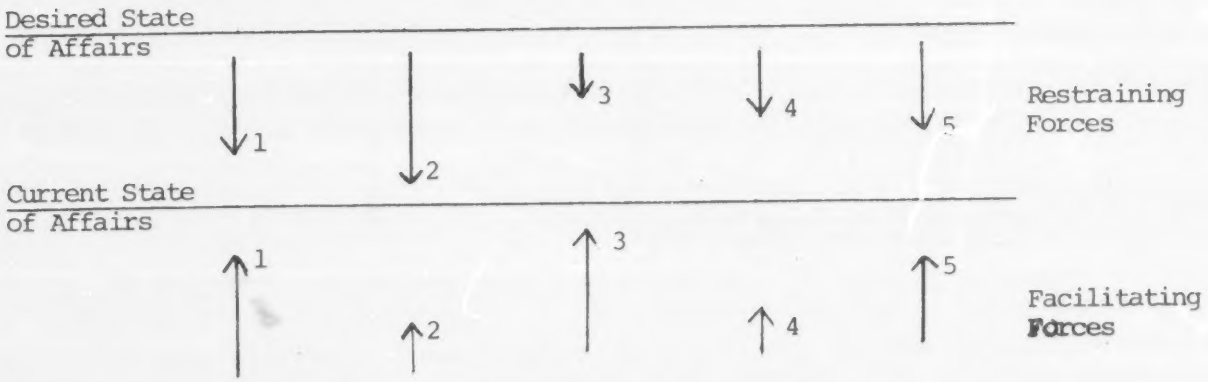


In figure 2 you can see that there are forces at work, some of which facilitate goal attainment and some of which restrain goal attainment. To change from the current state of affairs to the desired state of affairs, there must be a change in the forces. That is, facilitating forces must be strengthened and/or weakened or eliminated. If you want to move from a current state toward a particular desired state, the force field must be analyzed to identify the forces which encourage goal attainment -- the facilitating forces. Furthermore, those forces which block goal attainment must be identified--the restraining forces. Th. , the first step in Force Field Analysis is to identify the facilitating and restraining forces.

FORCE FIELD ANALYSIS: ANALYZING AND PLOTTING FORCES

When the restraining and facilitating forces have been identified, the next step in completing a Chartering Map is to analyze the forces. In this process, it is necessary to estimate the strength of each force. How important is each force in relation to facilitating or restraining attainment of the Desired State of Affairs? After analyzing their relative influence, the forces can be plotted on a force field. Figure 1 illustrates such a plotting. The degree of importance or strength of each force is indicated by the length of the arrows. The arrows are numbered to correspond to the forces identified in the previous step of Force Field Analysis.

Figure 1



In figure 1, the strongest restraining force is number 2. Then come numbers 5, 1, 4, and 3. The strongest facilitating force is number 3. Next are numbers 1, 5, 2, and 4. You can tell their relative strength by looking at the length of the arrows.

As with other activities in Chartering, the administrator may analyze and plot restraining and facilitating forces independently or with other key persons. This depends upon several factors, two of which are:

1. The availability of other key persons:

   Do they have the time?

   Do their schedules coincide?

   Are they geographically proximate?

2. The administrator's knowledge of the Chartering Issue: Does the administrator understand the many factors regarding the Chartering Issue well enough to proceed on his or her own? Are resources other than people available, e.g., surveys, reports,research studies, etc?

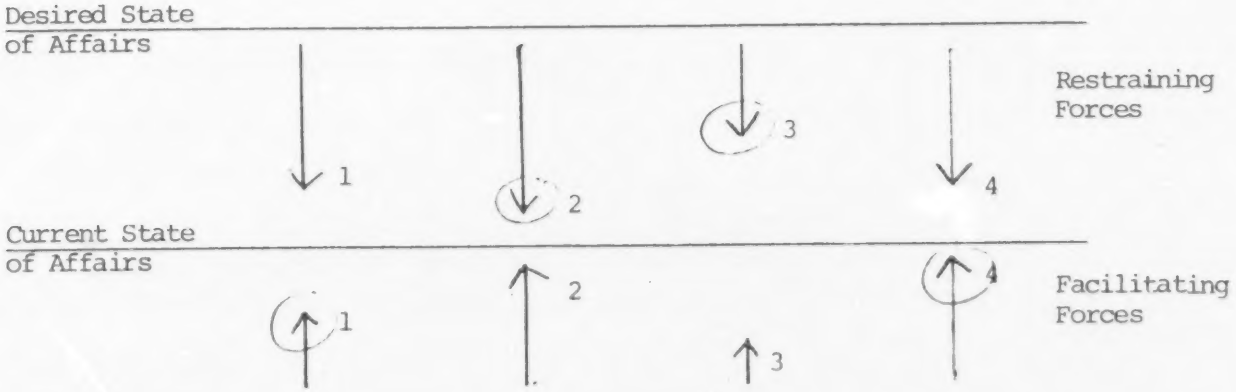
Regardless of the manner in which the various Chartering activities are conducted, it should be remembered that the ideas on the Chartering Map are tentative. Although they have been well thought out and represent the administrator's best appraisal of the Issue, they are subject to negotiations with other key persons in later stages of the Chartering Process.

In this step of Force Field Analysis, therefore, the administrator, either alone or in concert with others, estimates the strength of each force and plots the forces on a force field. Because other key persons may later provide additional information, these estimates are not finalized.

FORCE FIELD ANALYSIS: DETERMINING POTENTIAL ACTION POINTS

So far in the Force Field Analysis process you have learned to list all the restraining and facilitating forces you can think of and to plot them on the force field according to their relative strengths. After plotting the forces on the force field, you should now decide which can be manipulated. That is, which restraining forces can be most easily weakened or eliminated and which facilitating forces can be readily strengthened? These forces should be indicated on the force field by circling the arrows you have previously plotted. Figure 1 illustrates the forces which can be manipulated for a hypothetical issue's Desired State of Affairs.

Figure 1



There are several choices in determining potential action points. These are:

a) Weaken the strongest restraining forces.
b) Strengthen the strongest facilitating forces.
c) Combine facilitating forces.
d) Reverse a restraining forces to a facilitating one.
e) Remove a restraining force.

The greatest pay-off usually comes, however, from weakening the strongest, most easily manipulated restraining force. Therefore, the next step is to survey your force field and find the strongest, easy to manipulate restraining force. It will be the longest circled restraining arrow. In Figure 1 this would be restraining force number 2.

The strongest manipulatable restraining force then becomes your initial potential action point. Having indicated this point, you and other key persons can begin to plan actions to weaken the restraining force, thereby moving toward the desired State of Affairs. Other action points can also be determined considering the choices enumerated in (a) through (e) above.

Your Chartering Map will include your detailed analysis of the forces you've identified--their relative strengths, their manipulability, and your choice for an initial potential action point. When you present your Chartering Map to other key persons for negotiation and validation, this information will be valuable in planning and implementing a program which satisfies the requirements of the Chartering Issue.

Patterns for the Communication and Validation of Chartering Maps

The list below describes six communication patterns which should be considered when planning for the communication and validation of a map. These patterns are:

1. In interpersonal settings, particularly face-to-face communication between subordinates and immediate superiors. This communication may be initiated by either.

   The director of a particular vocational education program for a district might call a meeting with several on-site program coordinators to discuss the contents of a Map. This may be for any one or a combination of the three main reasons communicating a Map: 1) to inform, 2) to obtain feedback, or 3) to negotiate for consensus.

2. In group settings, particularly when members of the group present the individual issues which they have mapped in order to obtain feedback on consensus.

   Several project directors might meet with their own maps on different issues. For example, one might be concerned with evaluation, one with placement, and another with an instructional issue. Each would serve as a key person for the others in providing feedback and negotiating for consensus.

3. In group settings, particularly when all members of the group share their maps on the same issue in order to explore the content for consensus and to arrive at new ways of thinking about the issue.

   At times, it may be advantageous for several people to map the same issue. Then they can meet to share their ideas and to develop a common map on the issue.

4. Vertically within the same institution, particularly when the same issue is mapped by persons at the various levels in order to explore and get feedback from the different role perspectives.

Similar to Pattern #3, more than one person might map the same issue. For example, a district office administrator, an on-site administrator, and department chairmen might each map an issue in order to view it from various role perspectives.

5. On an inter-institutional level, particularly when specialized staff persons from the separate institutions are brought together to consider a specific issue which they have in common, in order to clarify it or to arrive at a consensus between them on the issue.

   In the example of a state-mandated evaluation, vocational education directors from several districts might meet to compare maps in order to give each other feedback.

6. On an intersystem basis, particularly when a local school or college system and the state personnel need to clarify expectations related to new or existing programs. Similarly, when state and federal personnel need to clarify expectations regarding proposed or ongoing programs, this pattern is appropriate.

   Again, in the case of a state-minded evaluation, it would be advantageous for district personnel to meet with people from the state who are familiar with the guidelines in order to clarify expectations.

REVIEW OF COMMUNICATION SKILLS

1. Paraphrasing

Paraphrasing is a skill used to check how well a speaker's idea, suggestion, or question has been understood. By providing information which reveals the listener's understanding of a comment, the speaker can determine if the message has been understood as it was intended. If the speaker believes that there is a misunderstanding, he/she can provide additional information to clarify the meaning of the message.

The need for paraphrasing is especially indicated in two types of situations.

1. There are instances when a mistake would be very costly. Instead of assuming that a communication has been understood, it is beneficial to check out the accuracy of the understanding. To not do so means risking serious consequences.
2. In some cases, strong emotions in one or more of the people involved in a communication threaten the accuracy of understanding. Anger, fear, affection and other negative and positive emotions can distort or obscure all or part of a message. Paraphrasing until there is an agreement about the meaning insures that the message is understood as intended.

Two cautions should be remembered concerning paraphrasing. First, paraphrasing is not just "word-swapping". Merely translating a person's comments into different words is not necessarily paraphrasing. If it does not reflect and convey your understanding, it is not paraphrasing. Secondly, while paraphrasing is a skill usually used too little, too much of a good thing can be detrimental. The speaker can become annoyed with constant

paraphrasing. It may appear that the paraphraser is unwilling to take any responsibility for understanding even simple ideas, that he/she is avoiding expressing his/her own opinions, or that he/she is trying to manipulate the speaker. Therefore, while the use of paraphrasing is to be encouraged, its use should be selective.

Examples of Paraphrasing

H: "I'm really behind such a program!"

J: "Then I can count on your support as we move to implement our program?"

J: " . . . they did imply this one could be circumvented and/or subterfuged just as other state mandates have been."

H: "You really think they'd try to throw a monkey wrench into the works?"

2. Perception Checking

Whereas paraphrasing is a way of checking with another person to be sure you understand an idea, perception checking is an attempt to determine how well you understand the feeling of the message. People give cues to feelings both verbally and non-verbally. Sometimes these cues are ambiguous; therefore, rather than being satisfied with your first perception of these cues, you should verify your perceptions about the other person's feelings by describing to him/her what you believe to be his/her feelings. Your description should not

a) express approval or disapproval
b) attempt to interpret or explain the causes.

In effect, a perception check says, "I perceive that you feel_____. Am I correct?"

Examples of Perception Checking

J: "You seem shocked . . ."

H: "Yes, I'm quite taken aback."

3. Describing Your Own Feelings

The feelings of others and your interpretations of their feelings are dependent to an extent upon your own feelings. Expressions of feelings are integral components of a communication. It has been mentioned that these expressions may be ambiguous and difficult to understand. You can improve the accuracy of understanding by describing your own feelings rather than leaving your blush, silence, smile or grimace open to another's interpretations. The description of your feelings should express in words something about your own inner state.

Perception checking and describing your own feelings and skills which provide data that help to increase understanding, to avoid faulty communication and to improve your working relationships.

Examples of Describing Your Own Feelings

J: "--I'm feeling very positive about . . ."

H: "I'm pleased to see . . ."

H: "I feel confident . ."

H: "I'm quite taken aback."

4. Describing Behavior

Whereas perception checking involves inferences about another's feelings, a person who is describing another's behavior should eschew all inferences. This skill calls for reporting only specific observable behaviors. There should be no evaluation of the behaviors and no inferences about what underlies the behaviors. By describing another person's behavior, you are providing a clear picture of the particular behavior which has elicited a response from you. This skill is frequently accompanied by perception checking or by describing your own feelings. A behavior of another might indicate to you that he/she feels a certain way-- a perception which you should check out while describing the action which provoked the response. Another person's behavior might trigger a particular feeling in you---one which should be described if it is needed to add to the total understanding of the communication.

Examples of Describing Behavior

H: "I noticed you've been smiling a lot more than you were a few weeks ago."

J: "I noticed you've glanced at your watch several times."

5. Giving and Receiving Feedback

Feedback is actually an "umbrella" skill which encompasses the four communication skills just discussed. By using paraphrasing, perception checking, describing your own feelings, and describing another's behavior, you report to another person your observations and reactions to his/her behavior.

Schmuck and Runkel (1972) and Wallen (1972) provide some guidelines for effective feedback.

When giving feedback, remember that it should be:

1. Noncoercive. It should be given so that the receiver does not feel forced to change his/her behavior.
2. Considerate. Careful consideration of the receiver's feelings must be taken before feedback is given. Feedback should be productive, not destructive.
3. Descriptive. Feedback should be factual and not interpretative. Report the facts, not the reason why things happened as they did.
4. Recent. Delayed feedback should be avoided. Give feedback as soon after the events which cause the reaction as possible.
5. About things which are changeable. If a behavior cannot be changed, it is not very helpful.

When requesting and receiving feedback, remember to:

1. Describe exactly what is it that you want feedback about.
2. Paraphase and check perceptions to make sure you have heard and understood accurately.
3. Share you own feelings descriptively in response to the feedback.

IF AT FIRST YOU DON'T SUCCEED . . .

. . . you have several options open. In the process of communicating and validating a Map, strong differences of opinion may surface. This presents no problem if you are using the Map primarily to communicate information to others and receive feedback from diverse viewpoints. However, if your purpose is to use the Map in a group decision-making mode and you are hoping for a consensus of opinion and none is acheived, then consider these options.

1. Negotiate for a consensus

Based on the input from the mapping process, revise the Map by taking into account the intensity of peoples' feelings and their commitment to the viewpoints they expressed. The revision process may result in a new range of thought. Take the revised Map back to the key people and negotiate with them for a consensus of opinion.

2. Educate the key people

Lack of information or misinformation may cause differences of opinion between people. Wage an information campaign to present all available data to key people so they can see how you arrived at your opinion. Perhaps with all the facts at their fingertips they will come to the same conclusions that you did earlier. This approach requires patience in opening up lines of communication.

3. Make a unilateral decision

Occasionally it will not be possible for a group of people to agree on a single alternative. It may be necessary to make the decision by yourself,

if possible. Be sure you have considered the arguments proposed by key people and you have enough information to make a sound decision. Although this approach may seem faster and more efficient than the revision and negotiation process, you must anticipate some opposition later. By exercising the authority and assuming the responsibility to resolve a complex problem by yourself you may create additional problems. However, there may be no other way to do it.

4. Back off and do nothing.

This may sound like defeat but it is not. Many innovations are killed because they are introduced too abruptly when the social, political, economic, or educational climate is not right. Timing is the key factor here. If you believe the ideas and alternatives on the Map are the best options and you have enough time to wait until negative influences subside, put the Map on the back shelf and bring it out again when improved conditions warrant it.

PROCEDURES FOR OPERATIONALIZING A MAP

A. Operationalizing the Best Alternative

Through communication and validation of your map you and other key persons have determined the best alternative for meeting the requirements of the chartering issue. Often, the best alternative will consist of a combination of two or more ideas. In essence, the best alternative represents a summary statement of a set of activities which has been determined to be the most effective course of action in dealing with a particular chartering issue. As summarized on the Map, however, the set of activities does not contain enough specific information to guide implementation. Therefore, this set of activities must be operationalized.

To operationalize the best alternative, take one activity at a time and consider the following questions:

a. What specific tasks must be accomplished?
b. What person or group of persons should be responsible for each task?
c. What materials and other resources will be needed?
d. What is the estimated cost for each task?
e. In what sequence should the tasks be accomplished?
f. What are the specific dates for the actions to occur?
g. What procedures should be followed to judge the effectiveness of the actions as they are implemented?

Generally, these questions may be answered most effectively by consulting with other key persons, even perhaps by having a brainstorming session. The answers to these questions for each aspect of the best alternative supply the basis for concrete plans of action. The information about these plans can be summarized on a master plan of operation which also includes tasks designed to reduce the strength of the restraining forces. In effect, this master plan of operation serves as a management tool during implementation.

PROCEDURES FOR OPERATIONALIZING A MAP

B. Operationalizing Ways to Reduce the Strength of Restraining Forces

Your validated Map specifies several potential action points which have been determined on the basis of the strength of restraining forces. Each restraining force should be considered in turn and ways should be devised to reduce its strength. Again, an effective way to generate these multiple solutions is through brain storming with other key persons.

When all possible solutions, however wild they may seem, have been generated, critical judgement should be used by the individual or group to choose the ideas that appear to be the best. A voting method might be used to determine the priority of each of the ideas. Key persons vote for those alternatives they believe to be the most important and workable, feeling free to explain reasons for these beliefs.

With several solutions decided upon, some concrete plans of action should be designed. In the same manner in which the set of activities summarized as the best alternative are operationalized, activities designed to reduce the strength of restraining forces are also operationalized.

The questions which were considered when operationalizing the best alternative must again be answered to reduce restraining forces. Do you recall what these questions are? Some of the key words have been left out in the section which follows. Fill in the blanks and check your answers by looking at the previous page.

a. What specific_____must be accomplished?

b. What_____or group of_____should be responsible for each task?

c. What materials and other_____will be needed?

d. What is the estimated_____for each task?

e. In what_____should the tasks be accomplished?

f. What are the specific_____for the action to occur?

g. What procedures should be followed to_____ the effectiveness of the actions as they are implemented?

The plans of action which result from consideration of these questions should be included in the master plan of operation which summarizes all components of operationalizing a map. The major intention of the plan is to devise tasks which will help solve the restraining forces at the same time as implementing the best alternatives.

The sample master plan of operation you worked with earlier illustrates how these considerations might apply for the issue of state required evaluation. Note that the plan lists two major considerations--an alternative and strong restraining force.

The alternative: This is the alternative that was selected by you and key others as being the best way to meet the needs of the chartering issue.

The restraining force: This is the force that you decided would most likely work against implementing your chartering issue. The numbered activities under the "Task" column are designed to overcome the restraining force so that the alternative and its components can be implemented. In addition, the activities are further broken down on the plan in terms of responsibility for the task, materials/resources necessary to accomplish the task, projected cost of the task, and a time line for its accomplishment.

II. Judging the Effectiveness of an Operationalized Map

After a plan has been designed for the implementation of the set of activities summarized on the map, a comprehensive set of questions should be compiled which will serve as the basis for judging the effectiveness of the operationalized map. These questions should reflect the concerns of the total range of key persons. The information obtained in response to the questions will assist decision makers. Two broad categories of decisions have been identified. These are described below.

Formative Evaluation

Formative evaluation data is used to provide information about deficiencies in the program so that decisions can be made concerning program improvements. The information is collected while the program is still in operation and can still be modified.

Some of the general questions which lead to the kinds of formative data needed for program improvement are:

a. Is the program feasible?

b. Is the program operating as planned?

c. What aspects of the program need to be improved?

d. Are the objectives of the program being met?

e. What are the unanticipated outcomes?

Since the primary purpose of formative evaluation is program improvement, the data obtained provides a basis of recommendations for interventional change. Essentially, the aim of formative evaluation is to assess the congruence between the program as it was planned and what has happened. This information serves as a data base for decisions regarding program improvement.

Summative Evaluation

Summative evaluation data are used to provide information to help in decisions regarding whether to continue to use some program. It is an assessment of the worth of a completed program.

The general areas of summative concern relate to the following questions:

a. Were the objectives of the program accomplished?

b. What were the anticipated outcomes?

c. How did the program operate without any interventions?

Some things to keep in mind when developing procedures for judging the effectiveness of an operationalized map are listed below. These questions should be answered for each of the evaluation questions.

1. What kind of measures are to be used?
   a. standardized tests
   b. criterion referenced tests
   c. subjective judgment
   d. interviews
   e. questionnaires
   f. observations
   g. records (e.g. attendance, budget)
   h. other (specify)

2. Who will design the measures if they are not already available? If available, who will select them?
   a. administrator(s)
   b. specialists (specify)
   c. faculty
   d. others (specify)

3. Who will collect the data?
   a. administrator(s)
   b. specialists
   c. faculty
   d. others

4. When will the data be collected?
   a. before implementation
   b. after implementation is completed
   c. at specific times during implementation
   d. randomly during implementation

5. Who will interpret the data?
   a. administrator(s)
   b. specialist(s)
   c. faculty
   d. other(s)

6. What type of interpretation will be made of the data?
   a. objective
   b. subjective
   c. descriptive
   d. graphic

7. Who will receive the data?
   a. administrator(s)
   b. specialist
   c. faculty
   d. parents
   e. community
   f. others (specify)

Some of the information on the Summary of Procedures for Judging the Effectiveness of an Operationalized ... should be included

on the master plan of operation. For example, the specific tasks related to the selection/development of measures, and to the collection, interpretation and reporting of data should be operationalized as part of the total plan.

III. Technical Review of the Master Plan of Operation

Having completed the Master Plan of Operation and the procedures for judging the Effectiveness of the Operationalized Map, a technical review of this work provides an opportunity to detect flaws in the plans before they are implementated. People who have been involved in developing the plans may be too close to them to catch faults. Therefore, other key persons should be asked to review the plans before implementation begins.

The specific concerns of the technical review panel will vary depending on the nature of the chartering issue. There are, however, some general considerations. These include:

- 1. Tasks which have been planned are workable.
- 2. Tasks which have been planned are testable.
- 3. Physical facilities are adequate for implementation.
- 4. Resources are available or can be made available.
- 5. Personnel have been assigned responsibilities consistent with their qualifications and job duties.
- 6. Sufficient numbers of people have been assigned to the responsibilities.
- 7. Personnel have been given commensurate authority to carry out the responsibilities.
- 8. The key persons who need data have been identified.
- 9. The information needs of each key person have been stipulated.
- 10. Sources of information have been identified.
- 11. The mode (medium) in which the information will be provided has been specified.

- 12. Time line estimates seem realistic.
- 13. Alternatives have been considered if work is completed either ahead or behind schedule.
- 14. The measures to be used in judging the effectiveness of the operationalized map are:
    a. feasible
    b. sensitive
    c. valid
    d. reliable
    e. interpretable
    f. adequate
- 15. The plan of operation is in sufficient detail to provide necessary information for implementation
    a. procedures/tasks
    b. materials/equipment
    c. facilities
    d. personnel
    e. costs